

# Elementary English

*A Magazine of the Language Arts*

MAY, 1961

READING



WRITING



SPEAKING



LISTENING



SPELLING



ENGLISH USAGE



CHILDREN'S BOOKS



RADIO AND  
TELEVISION



AUDIO-VISUAL AIDS



POETRY



CREATIVE  
WRITING

RIFLES FOR WATIE  
PUTTING ENGLISH INTO PRACTICE  
A CREATIVE WRITING ACTIVITY  
WAYS TO IMPROVE SPELLING



William A. Jenkins  
New Editor of *Elementary English*

*Organ of the National Council  
of Teachers of English*

# Elementary ENGLISH

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## The Editor Reminisces

A few weeks remained before school opened again, and my wife and I found ourselves in the Gare St. Lazare, in Paris, looking for the train to the suburb Suresnes. No trouble; one of the railroad men, who knew no more English than we knew French, pointed to the dial on his watch and made it clear to us that the next train would leave in fifteen minutes. "Quelle heure, monsieur?" "Merci, monsieur!"

Suresnes is less than an hour's ride from the Paris station. When we arrived, we saw no buses or taxis, and we began to walk. It was downhill at first, but the terrain did not promise what we were looking for. Two girls, who must have been students in the equivalent of our junior high school, tried to tell us in English where the famous memorial was. It was clear that they had not only studied English, but that they were very eager to use it with English-speaking people. Alas, they were even less successful than I, for I had a tourist wordbook for travelers in France. We loved them, and thanked them, and proceeded up the long hill.

With a little schoolbook French, we managed to find the circular route that led at last to the American military cemetery above Suresnes. After signing the visitors' book—in itself fascinating because of the geographical variety it represented—we continued up the hill to the new and striking memorial to the French victims of a Nazi massacre, executed on the eve of the liberation of Paris. The Germans killed forty-four hundred prisoners at this one spot just before the Americans came in.

The luncheon afterward, in the charming restaurant just above the railroad station, gave us opportunity to meet a French family entirely innocent of the English language but skilled in the art of sincere hospitality. The contrast between the peace

and openhearted generosity of our hosts and the recollection of the horrors which occurred almost next door within the recent memory of the parents of this family was startling. In retrospect this contrast suggests the more terrifying comparison between our comparatively comfortable and peaceful life and the blood and ashes and aerial poison to which we should arise if we were unfortunate enough to survive a nuclear attack.

Man himself has not changed in the few thousand years of recorded history. Moses would have been a giant among men had he lived in 1960, and David would have been a military genius and a great poet if he had lived in twentieth century America. Man is no more nor less cruel (witness the tortures on both sides in Algeria) than he was in the days of the Philistines, no more nor less crafty, or noble, or sensual. And yet we live in a transformed world, a world remade by man in the space of less than a hundred years. We are so close to the events that we find it difficult to comprehend the magnitude and the speed of the changes.

It is in this disparity—the essential sameness of the human organism and the revolutionary alterations in our environment and our technical power—that our great peril lies. For we must deal with the age of the atom, the jet, and instantaneous worldwide communication with the same moral and intellectual equipment we had in the thousands of years before the industrial revolution. (If the foregoing statement is by now a cliché, it is nevertheless one of the most ominous of all contemporary observations.) For this reason the right kind of reading—which I arbitrarily equate with education—becomes one of the most pressing of all human concerns.

One's first thought about "reading in the

atomic age" is that the printed page is an old and familiar friend in a time of uncertainty and fear. We shall continue to have the task of bringing up our young as mentally healthy, emotionally secure individuals. Whatever the future may bring in the way of trouble or catastrophe, we have the responsibility of helping boys and girls to cope with their emotional and interpersonal problems. The fact that world tensions, the arms race, and intercultural conflicts have intensified the anxieties only makes this task more urgent.

The goal is not to protect the youth from a knowledge of the realities of our world. But there has probably never been a time when the need for a certain amount of wholesome "escape" literature was greater. The great world of make-believe on the stage and in fiction, including the works of Shakespeare and Scott, but also of lesser-known spinners of tales and weavers of humorous and narrative poetry, are as central to the educational program today as ever. Fears and tensions, which do not always appear on the surface, can be reduced through wholesome reading experiences. The atomic age has made "reading for fun" more, rather than less, important.

With this issue, I say farewell to readers of *Elementary English* after nineteen years of editorship. I lay down my duties with real regret. I think back upon the many things I have learned from those who have so generously contributed their thoughts and their experiences to the magazine. I think of those who have sent worthy articles for which there was no available space. And I am especially aware of the encouragement which I have consistently

received from the members of the Council's Executive Committees down to the present day.

Although I had been a member of the Council in the 20's, my first personal contact with Council leaders occurred in 1931. I was faculty sponsor of debate and oratory at the Chicago Christian High School. I invited W. Wilbur Hatfield to serve as a judge at one of our contests. He could not come, but suggested Holland Roberts, assistant editor of *The English Journal* and later President of the Council, to take his place. Roberts introduced me to Hatfield later, and thus my association with the Council began. It is one of the great pleasures of my life to acknowledge in this final editorial the great debt I owe to Wilbur Hatfield for all that he has taught me, and to tell him how much he has meant to me through the years.

As I said to those assembled at the Golden Anniversary Convention, the Council is my professional home, and I expect that it will always be so. I am delighted to learn that my successor as editor of *Elementary English* will be Dr. William A. Jenkins, who will bring youth, enthusiasm, and genuine scholarship to the job. I know he will have the same loyal support from the leaders of the Council, and the same cordial response from readers and contributors, that I have always enjoyed.

As readers of this magazine know, Dr. Jenkins has competently edited "The Educational Scene" for more than ten years. He is therefore no novice in the field of educational editing. I look for continued growth and influence on the part of *Elementary English* under his editorship.

John J. DeBoer



# ELEMENTARY ENGLISH

XXXVIII

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NO. 5

HELEN W. PAINTER

## Rifles for Watie--A Novel of the Civil War

High in the North Carolina mountains burns an "eternal flame." This fire was kindled from a century-old Indian council fire burning in Oklahoma since 1839, where it had been taken from North Carolina in the celebrated march, the Trail of Tears. Here in both Cherokee and English are the Biblical words: "The mountains shall bring peace to the people, and the little hills by righteousness."

Somehow these words seem most appropriate to begin a discussion of *Rifles for Watie*, the 1958 winner of the Newbery Award for distinguished contribution to children's literature. Surely here we have a great book, based upon the life of Stand Watie, Cherokee Indian general, who led great numbers of his people for the Confederacy in the Civil War. The Indians could not have escaped the conflict that encompassed them as it raged up and down Kansas, Missouri, Arkansas, and Oklahoma. They, too, fought for their homes, their families and, above all, for their beliefs. They, too, suffered in the war and in the peace that followed.

Dr. Painter is Associate Professor of Education at The University of Akron.

*Rifles for Watie* is a superbly written book. It should be invaluable to us for its contribution to our knowledge of the Civil War.

The story *Rifles for Watie* centers about a sixteen-year-old boy, Jefferson Davis Bussey, of Linn County, Kansas, in the spring of 1861. Jeff lived three miles from the Missouri border, along which violence over slavery raged as Missouri pro-slavers harrassed the Free State People. After the bushwackers attacked Jeff's farm home, Jeff volunteered for the Union Army. He learned to march, to raid the countryside for food, and to suffer the wrath of Captain Asa Clardy. When his company visited Tahlequah, capital of the Cherokee Indian nation, with a hope that some Indians might join the Union forces, Jeff was



Harold Keith

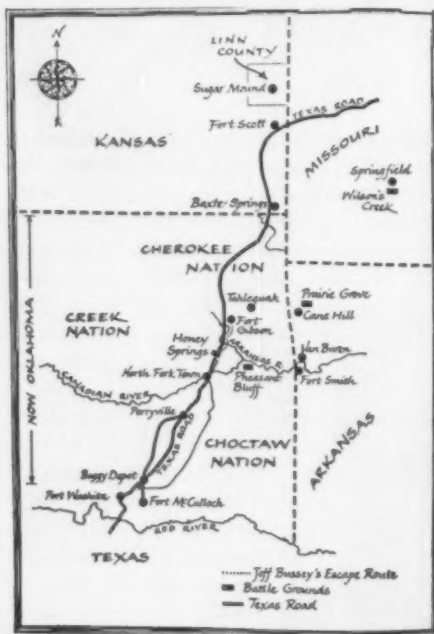
amazed at the splendid town houses, finer than he had ever known. Here he met the beautiful Lucy Washbourne, daughter of a captain in Watie's Cherokee cavalry. He fought his first battle in northwestern Arkansas, finally joined the cavalry in its patrols to prevent raiding from behind Union lines by Watie horsemen, and saw Lucy's brother, Lee, shot as a rebel spy. He be-

came a Union scout, found himself as a spy in the Watie camp, and had to join the Cherokee Mounted Rifles in order to save his life. He made many friends there and also during his long siege with malaria

relatively little known to the public. We have scant knowledge of such places as Honey Springs or Pea Ridge, the latter the scene of the first Union Victory in the West.<sup>2</sup>

How authentic is the background of *Rifles for Watie*? While the novel makes exciting reading, it becomes more significant as we judge its truth. What does the author, Harold Keith, offer as verification for the countless details given in his book? Let us look at his own life and writing. When Harold Keith, an Oklahoman, was asked to write a boy's life of the state's great humorist, Will Rogers, he found that Clem Rogers, Will's father, had had a life more exciting than the son's. Clem Rogers, a "wealthy part-Cherokee soldier and politician,"<sup>3</sup> took part in the Civil War west of the Mississippi, became a captain in the Confederate forces of General Stand Watie, and later was active in the affairs of the Cherokee nation. It was, therefore, to this subject that Mr. Keith turned for his master's thesis. In interviewing many older people who had known the Rogers family and lived in the territory during the Civil War, inevitably Mr. Keith heard countless details about the great conflict. For example, he talked to two people near Tahlequah who had gone south as refugees with Mary Rogers, Will's mother, and women of her family. This wagon trip later was partly reproduced in the pathetic story of the Jackman family in *Rifles for Watie*.

By the time the thesis was completed, Mr. Keith was determined to do a novel for teen-agers about the war in the Indian nation. He secured a list of twenty-two living Confederate veterans and filled note-



when Confederate women took him into their home. His escape to his own lines to inform the Union officers of Clardy's treachery in selling repeating rifles to Watie is keenly exciting, as bloodhounds are sent to trail him. The book ends with Jeff returning home in the peaceful summer of 1865, where a letter from Lucy awaited him.

Now, especially, when we are beginning the Civil War Centennial, teachers should become familiar with this novel, which makes history a living, vibrant experience. Also, the Western Campaign of the War and the part the Indians played in it<sup>4</sup> are

<sup>1</sup>Probably 10,000-15,000 Indians took part in the War, most of them west of the Mississippi.

<sup>2</sup>Pea Ridge battleground, the largest Civil War battlefield west of the Mississippi, will be dedicated as a National Military Park on March 7, 1962, the anniversary of its great conflict.

<sup>3</sup>Harold Keith, "Newbery Award Acceptance," *Horn Book Magazine*, 34:285-95, August, 1958.

books with their reminiscences. Many of their homey stories<sup>4</sup> became a part of *Rifles*, as the story of the small pot of rice. In the book Mr. Keith has Jeff, after a Watie raid on their meat for supper, preparing rice for his first time. He put it all in the pot but, as it boiled and swelled, it poured over the sides of the kettle. Jeff frantically piles it on an old saddle blanket. Since it was all they had to eat, the soldiers ate the rice from the blanket with their spoons.

In the author's note to *Rifles*,<sup>5</sup> Harold Keith acknowledges his dependence on dairies, journals, personal letters written during the war, books of history, and interviews. The basic plot is fictional, he points out. There is no record of General Watie trying to secure repeating rifles, but there are many accounts of Northern manufacturers selling arms to the South, such a common practice that "it became a national scandal." Many of the men are drawn true to life from the pages of history. Many of the brief statements stand upon recorded fact.

Of all the background provided in the novel, the explanation of dissension between Ross and Watie and of the Cherokee political problems may be cited here as evidence of the historic accuracy of the book. Study shows that the Cherokees of the Southeast in the half century preceding the Civil War had reached an unusually high level of social development. Sequoyah's language of 86 syllables led in 1828 to a national newspaper, *The Cherokee Phoenix*, later *The Cherokee Phoenix and Indian Advocate*.<sup>6</sup> (Elias Boudinot, its edi-

tor, was a brother of Stand Watie.<sup>7</sup> The paper was printed partly in English and partly in Cherokee, and for a brief time in Boudinot's absence was edited by Watie.) Claims filed by the Indians reveal that they had adapted themselves to the white man's ways in clothing, homes, furniture, farms, and tools. The upperclass Indians, especially the mixed breeds, had assumed the white man's life.<sup>8</sup> A Federal survey in 1835 revealed at least 93 per cent of the Cherokees owning at least one farm and many, more than one. To assist them in their work the 16,500 Indians of the Eastern Cherokee Republic owned approximately 1,600 slaves.<sup>9</sup>

Both John Ross and Stand Watie were leaders among the Cherokees. Ross, the chief, was one-eighth Cherokee.<sup>10</sup> Stand Watie, sixteen years younger, was three-quarter Cherokee. Ross, who dressed like a cultured gentleman of the old South, opposed Cherokee removal westward. However the white man wanted the land and, after gold was discovered on Cherokee-Georgia borders in 1828, they even held a lottery to raffle off the Indian holdings. By 1835 some of the Indian leaders, including Watie, believed removal was the only solution and signed a treaty with the U. S. Government during Ross' absence. Waite and others went West then. President Jackson ordered enforced removal of all the Cherokees to the Oklahoma Territory. The march began in late December of 1838 and, because about a third of the Indians were buried along the way, the trek became known as the Trail of Tears. The tragic

<sup>4</sup>Loc. cit.

<sup>5</sup>Harold Keith, *Rifles For Watie*. Thomas Y. Crowell Co., New York, 1957.

<sup>6</sup>Henry T. Malone, *Cherokees of the Old South*. University of Georgia Press, Athens, 1956, pp. 156-166.

<sup>7</sup>Ralph H. Gabriel, *Elias Boudinot, Cherokee, and His America*. University of Oklahoma Press, Norman, 1941, p. 132.

<sup>8</sup>Malone, *op. cit.* p. 127.

<sup>9</sup>*Ibid.*, pp. 118-138.

<sup>10</sup>Jay Monaghan, *Civil War on the Western Border, 1854-1865*. Little, Brown and Co., Boston, 1955, p. 212.

defeat of the red minority by the white majority was inevitable.

In Oklahoma the Cherokees gradually built fine homes and farms again. Gradually, again, Ross and Watie took opposite sides for political reasons: Ross, for a time, neutral; and Watie, for the Confederacy, which promised in writing to create an all-Indian state in what is now Oklahoma. In 1862 Federal Indians captured Tablequah, and John Ross surrendered readily.<sup>11</sup> Watie continued to attack behind Union lines. Finally Watie, outlawed by his people when they pledged allegiance to the United States, surrendered on June 23, 1865, as "probably the last Confederate to submit."<sup>12</sup>

Such, in brief, is the historical background of Watie, to which Harold Keith remains faithful. When he has old Belle speak of Ross and Watie, she says, "They're both good men, but they can't decide which one is gonna run things." When Jeff talks with Joe Grayson, the Indian boy reviews the attitude of the Cherokee toward the mixed bloods who "know how to live" and describes the magnificent brick home his family had to leave in Georgia. Some lines from Joe's conversation reveal Keith's skill in weaving background details into his story with effective realism:

'When I get tired I think of time my mother told me when she walked bare-foot all way behind their wagon from Georgia when Jackson's soldiers took our Georgia land away from us twenty-twenty-five years ago. If she could walk eight hundred mile, I walk this hundret'n fifty easy.'

*Rifles for Watie* thus presents the Civil War with historical accuracy, and the splendid portrayal would be sufficient to make the book a possible war classic. However, this stirring narrative has much to

offer in those areas which are part of a Newbery contribution: realistic characters, excellent writing and some outstanding human values. Let us examine briefly each of these three aspects.

In characterization, probably the best and most completely drawn are Jeff; the printer, Noah Babbitt; the young drummer lad, Jimmy Lear; the cruel, vindictive Captain Asa Clardy; the weak, homesick, neighbor boy, David Gardner; and the kind but grotesque rebel cook, Heifer Hobbs. Each is introduced slowly and carefully enough to be easy for the reader to follow. Most of the prominent characters are mentioned often enough to be notable and memorable throughout the book. And, in the last chapter, the writer neatly ties the loose ends of his story and accounts for everyone.

All of the characters seem to be real flesh and blood people. Two may be mentioned as illustrations: Jeff and Noah. Jeff, from the very beginning, appears dependable, obedient, gentle, honest, and helpful. His parents trusted him to work all day in the field without going to the house for a warm lunch. He voluntarily assisted with such tasks as chopping wood and milking cows for the Gardners, or the Washbournes, or Heifer. He could not loot the store or steal the rebel's shoes which he so much needed, though five minutes later the captive had lost his boots to another. While Jeff experienced fear, he was not a coward. He stood by his convictions, as when Clardy tried to compel him to be a part of the firing squad to execute a spy. And yet when he had a job to do, he did it, though it might mean being a horse-holder rather than a fighter. Still, he was too outspoken and early incurred Clardy's enmity through his quick speech and criticism of his officer to his face.

Noah Babbitt, who actually was a "real-life itinerant printer and pedestrian," stands

<sup>11</sup>Monaghan, *op. cit.*, p. 253.

<sup>12</sup>*Ibid.*, pp. 347-8.

out as one of the strongest and most unusual characters. Considerate and deeply loyal, with a broad knowledge of geography, natural history, and books in general, Noah was always studying leaves, birds, and flowers. Perhaps the most vivid insight into his character comes early when, at Jeff's urging, he tells that he walked from Topeka to Galveston and back (about 1,800 miles) to see the magnolias in bloom; and "they was worth every foot of the trip."

As we examine the actual writing, Harold Keith has much excellent description and many dramatic scenes. Men are especially prominent in his story, a fact that most boys may like, but rough language is omitted. In his descriptions he is particularly effective: the dog waving his tail in "slow half-circles of delight"; the despised nervousness during Jeff's first battle when his stomach felt "bashful"; and rain falling in "long, wind-slanted lines." So clearly does he write of the "root-veined rectangles" of sod that the reader can almost smell the freshly plowed earth. So vividly does he describe the melancholy moaning of the bloodhound, the patter of racing feet, and the loud snuffling, that the reader can almost hear the dog running. These are brief but powerful sensory images.

The book abounds in dramatic scenes and emotional situations. The greatest and most suspenseful is the detection of Jeff as a spy by Clardy and the long, agonizing trip back to Union lines, climaxed by his encounter with the Texas bloodhound. (Harold Keith has a clipping to prove the reasonableness of this episode based on an actual situation.) There are many other exciting scenes: the attack on the farm by the bushwackers; Sparrow's death after his hints that Clardy is a murderer; Bostwick boldly drinking coffee from his canteen at the rebel campfire, where no real coffee

had been known for years; and, to avoid revealing his identity to the rebels, Jeff being forced to tear up Federal bank notes during a raid—enough money to buy a farm or pay for college. The book is fast-moving and filled with much action.

Perhaps it should be noted here that there is little bold humor in the accounts and what humor there is, is brief and quiet. While a war story would not be basically an amusing one, raucous laughter might be expected at times. This is not true in this novel, however. Still, the lines occasionally have a quiet, light touch, as when chinch bugs ate everyone else's corn but the Jackman's, the women said that the rows which they planted were so crooked that the bugs could not find the corn; or when the discharged soldier stated that he was going to get a rocking chair and sit and rest and after "I rest about six months I might even rock a little." The humor is calm, but not offensive or forced.

Finally, the book must be judged for its emphasis upon fundamental human values. Jeff, who had anticipated war as a great adventure, gradually learned that war is not pretty. He loathed the cruelty connected with it, was thunderstruck at its propaganda, and shocked at its destruction. Still he was sure of the justice on the Union side until he became a spy in Watie's ranks. Here were fine people, suffering and fighting for a cause which to them was right. Gradually he gained a compassion and sympathy for the other side and as he thought of the many fine Southerners who had been so good to him "his regret came like pain." Surely any book which can help boys and girls to know compassion and other human values is desperately needed in this world. *Rifles* shows how a character could meet problems under stress and still keep the decency, helpfulness, and finer

(Continued on page 297)



## Putting English into Practice

Learning to write letters is one of the enjoyable events of the fourth grade, and I have found that this learning is indeed more meaningful when the letter is to a "real boy or girl about my own age," as the children say it.

I had just finished reading the book *Follow My Leader*<sup>1</sup> to the children. This is the story of a little boy who was blinded by a playmate and had to make a new life for himself. The children became interested in finding out more about this handicap, so I began to inquire about blind children who would be about the same age as my fourth graders. I learned about THE OHIO SCHOOL FOR THE BLIND, which is located in Columbus. I wrote to the principal telling of our interest, and asking if she thought the fourth grade there would be interested in becoming pen pals of the Runyan Fourth Grade.

The principal gave my letter to the fourth grade teacher, who thought it was a wonderful idea and immediately sent a list of those in her class. She had fourteen children, and as we had twenty-eight, it worked out nicely that two of the Runyan children had one of the blind children. It was an exciting day when the children composed their first letters, but not half as exciting as when the answers were received. They were in Braille, but we had prepared for this and had studied all we could find concerning Louis Braille, and others who had worked on the alphabet for the blind. The children from Columbus had sent each child a Braille alphabet. With

two of the children working together, it was amazing how quickly they deciphered the Braille writing.

In composing their letters the Runyan children were even more particular than they would have been to those who could read the letters themselves, as they realized that a grown-up at the school would have to read the letters to the blind pen pals. The parents of my children also became interested, since many of them had never seen Braille writing.

As we began to think of Christmas, the children started talking about what we could send the children. Many of the things that were suggested were impractical. Then someone suggested that we write to Mrs. Rice, their teacher, and see if she had any ideas. She suggested an album of fairy tales, and my children were delighted, as they, too, love fairy tales. We found out the cost of the album and as we were studying long division in arithmetic, we used this problem in the arithmetic class, finding out how much money each child would need for his part of the album.

Every fall for the last several years, each member of the 4th grade has put out a tulip bulb in a large bed in front of the school building. After the bed has been prepared by the children, the individual child plants his bulb, and on a tongue compressor he uses crayon to guess what color his bulb will be when it blooms. He also puts his name on the stick, covers the name with scotch tape, and places this beside his planting.

This proved an interesting topic about which the children could write, as we soon discovered that the blind children were very interested in flowers. Each spring we also sell flower and vegetable seeds, and

<sup>1</sup>By James B. Garfield. New York: Viking Press, 1957.

Mrs. Grubbs is a teacher in the Runyan School, Cincinnati 41, Ohio.



use this as a science, English, and arithmetic project. Someone suggested that we send the children each a package of seeds. They were quite delighted to receive them and wrote concerning how they had planted them.

In the story *Follow My Leader*, the leader was the guide dog who played an important part in the life of Jummy, the blind boy. My children were so anxious to see a "seeing-eye" dog, and were disappointed when they learned that the children at Columbus did not use dogs. Sensing their disappointment, Mrs. Rice suggested that we contact a graduate of the Blind School, who lives in Cincinnati and has a guide dog. We did so, and what excitement prevailed when Mrs. Edith Wiehe and her dog Ora came to spend the

afternoon with us! We did quite a bit of preparing for the event, and had a lovely tea, with the children doing the serving. Mrs. Wiehe was delighted with the natural way in which the children accepted her, and was amazed at the sensible questions. Mrs. Wiehe is connected with the Cincinnati Community Chest, helping to adjust parents (as well as children of those parents) who are blind.

One day after receiving letters from Columbus, a child exclaimed, "Wouldn't it be nice if we could visit our pen pals in Columbus?" "Ohs," and "Ahs," were heard from all over the room. I could promise only that we would see what could be done. After talking with the principal, he and I decided that it would be a very worthwhile trip but rather expensive, as



Columbus is about one hundred miles from Cincinnati. I presented the problem to the children, and great enthusiasm abounded; the childlike cry was, "It will be no trouble to get the money!" Committees were appointed, plans were made. Arithmetic was being put into actual practice. Letters had to be written. What better way of learning English?

As we were also having a unit on OHIO at this time, this was all worked together. It was decided that we go to the Cincinnati Union Terminal on the school bus, each one would buy his ticket on the train (with the money we had earned), we would ride the city buses in Columbus three different times, the cost ten cents for each one for each trip. As there is only one train from Columbus to Cincinnati each day, this

would give us only four hours in Columbus. We therefore decided to charter a bus for the return trip which would bring us back to the school.

After contacting the various agents concerning different ways of transportation, we found that the total cost would be \$175.50. With the amounts received from tax stamps, two bake sales, and selling seeds, it was found that if each child brought 75c the total amount would be reached. We wrote to our Columbus friends, and together we decided on a date.

Friday, May 13th, was the big date! It was a few weeks away, but how very long a few weeks can be to a nine- or ten-year-old! Many plans were still to be made.

In the meantime, we received a letter from Mrs. Rice inviting all of us to be



their guests for dinner in the dining room of the School for the Blind. This invitation was received with great enthusiasm, and an acceptance was written at once.



Just a few days before the BIG DAY, one of the children brought an article to school concerning our blind friend, Mrs. Wiehe, and her guide dog, Ora. After reading the article to the children, I decided to call the same reporter and see if our trip were news. The reporter suggested that I send a short note telling the facts about the project, which I did. The next day an excited reporter called me and wanted all the facts and also wanted to accompany us to Columbus with a photographer going along too. The children could hardly believe this wonderful news.

At long last the day had arrived! Long before we were to leave our school, parents began bringing their youngsters dressed in their Sunday best, each carrying a bag lunch.

Many of the children had never seen the Cincinnati Terminal and were thrilled at the beauty of it. We had already secured our tickets, so after walking through the terminal and looking at the history of Cin-

cinnati through the murals on the walls, we boarded the train and settled ourselves for the three hour ride to Columbus.

Most of the children had never ridden a train before and how excited each was! We had a coach all to ourselves. Every minute of the three hours was enjoyed. One of the boys made the remark, "Mrs. Grubbs, what if the train were to break down?" Little did Mrs. Grubbs know when she answered, "Oh, Dale, a train never breaks down," because just out of Springfield, the train *did* break down and we sat for almost an hour. This made us late getting to the state capital, where we had an appointment to meet the governor of Ohio, the Hon. Michael DiSalle. Our friends from the *Enquirer* had taken care of this, and the governor was waiting for us when we finally did arrive. He was very much interested in our interest in the blind children and asked questions of the boys and girls pertaining to this. It was a most exciting experience.

We then took a tour of the capital, and the children were so thrilled to see many



things of which they had studied. They will never forget sitting in the chair where Abraham Lincoln sat as he met with the State legislature long ago.

We boarded a city bus and headed for

the School for the Blind. At last the great moment for which we had worked and planned for so long was about to come to pass. Mrs. Rice and her children were just as anxious as we were and we headed for



their schoolroom. Each child was sitting at his or her desk with his name in large letters in front of him. For one moment, or so it seemed, the Runyan children hesitated at the door, but almost in one movement, they spotted the name of their pen pal, and immediately went over to the children; and from that moment on there was no hesitation at all. The blind children began showing my youngsters their work and things in their classroom. Some of them began to gather in little groups talking about something they had in common; for instance, one of the blind boys held a group enthralled by his knowledge and presentation of his favorite sport, baseball. During this time of visiting all of the children, both sightless and those who could see, seemed entirely unaware that the reporter and photographer were listening to conversations and taking many pictures.

After a short visit, dinner was announced and we all went into the dining room for one of the nicest experiences of the day. My children had talked about how hard it would be for blind children to eat, and

how surprised they were to see how easily it was done, and the perfect table manners of the children; they could not get over the smoothness and quietness of it all. If a child needed more food, he merely raised his hand and one of the hostesses came to his side. We did appreciate such a lovely meal and in such a lovely atmosphere.

After a sweet time of fellowship and some picture taking, our chartered bus arrived; the good-byes were said, and twenty-eight happy youngsters piled on the bus. On the three-hour ride to Cincinnati there was some talking and singing, but most of the time was spent leaning back in the comfortable seats and thinking of all the wonderful things of the day: fourteen hours of excitement.

The trip was a lot of work and took a great deal of planning, but it is something that neither group of children will ever forget.

Our thanks to the *Cincinnati Enquirer* for the photographs, and our admiration for the artistry of its photographers. Editor

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## RIFLES FOR WATIE

(Continued from page 291)

qualities of living which we so much need to instill in minds today.

Yes, down in the mountains of North Carolina burns the eternal flame symboliz-

ing friendship of the white man and the proud Cherokee. Truly, Harold Keith in *Rifles for Watie* has kindled a flame of understanding in the thoughts of his readers for the part the Cherokee took in the long years of the Civil War.



# A Creative Writing Activity

I have always firmly believed that the art of writing, as well as of speaking, is in having something to say. With this in mind, I am always casting about for an inspiring topic to spark off a creative writing activity. This came to me during Open School Week, as parents and I interviewed each other on the problems and progress of our bright, lovable, gifted sixth-grade children. I learned of strained parent-child relations, tensions I had not seen in the classroom, difficulties with friends and family. If I could get the children to express themselves on these problems, surely they would have much to say, and, at the same time, they would be airing their difficulties and relieving some of their tensions. With this in mind, I threw out the topic, "The Trouble with Grown-Ups," for our composition lesson. This was the beginning of an activity which is still inspirational, after four weeks of writing and discussing.

Since we cannot overlook the fact that the art of writing lies not only in having something to say, but in knowing how to say it, I decided that in addition to loosening tongues, I wanted to develop conciseness. Gifted children have much to say, and given a provocative topic, will pour forth, and often become "wordy" and irrelevant. We went at conciseness by discussing a "catchy" or "eye-opening" topic sentence or first line (if we chose to write poetry), "packing a wallop" in each ensuing sentence or line, and finally, winding up with a "clinching" closing.

Reading of compositions for discussion and evaluation evoked wonderful comments and invaluable observations. To the

remark, "The trouble with grown-ups is their disobedience. They never listen to the younger generation who will some day take their place," Eileen said, "I thought I was the only one who gets bossed around all the time and whose opinion never counts!"

"Why don't parents respect the opinions of children today?" asked Jeff in his composition, and Harold sympathetically suggested that perhaps their grandparents had treated their parents similarly, and that they thought this was the best way.

"Each parent thinks he knows it all  
And always jumps the gun,  
If you offer an explanation,  
They'll stop you before you've begun."

Everyone agreed that this was one of the major troubles with grown-ups. However, all of this seemed quite one-sided to me and I didn't hesitate to say this to the class.

"Why not read your compositions to your parents and give them a chance to express their thoughts about children? It seems the fair thing to do."

All agreed, and that day's homework took on a special glow. This time it was an assignment for parents—a concise verse or paragraph on the topic "The Trouble with Children." What was forthcoming delighted and enlightened us all, and I realized that my gifted class had truly gifted parents. The understanding, willingness to participate, and effort shown (besides the creative writing ability) were something to see! Here is an example, one that is typical of the thirty-four others received, because everyone responded. Lois had written:

"Everybody is criticizing the actions of our parents, but did you ever stop to think

Mrs. Arnold is a teacher in Public School 268, Brooklyn, New York.



that some day we'll be parents too? It's not an easy job as you can honestly see. However, one thing I would like my parents to practice is to stay cool, calm, and collected. I think that when something goes wrong, they should take it easier. In that way they will not become nervous wrecks and life would be heavenly, just simply heavenly."

Lois' mother replied:

Out of the mouths of babes come words of wisdom, 'tis said,  
But today I read a paragraph that made me lower my head.  
My daughter's plea revealed to me  
How intuitive a child can be.  
We do our chores, and get through each day,  
But to be successful, we must try to hide  
The anxieties and fears that are aching inside.  
To be cool, calm, collected, is my daughter's request,  
And from now on, I'll certainly try to do my best.

I sent home a well-deserved rating of "outstanding" for each parent, and we turned once again to our own devices. What other "troubles" trouble us? Peggy said she was bothered by the attitudes of the boys, both in class and out, and couldn't the girls write on "The Trouble with Boys" while the boys give forth on "The Trouble with Girls." If you know what sixth-graders are like, you can imagine the enthusiasm with which this idea was received. There were many bottled-up thoughts to be expressed and all were eager to put them into words. The learnings were many, but the one I liked best was the admission by the boys that conceit, the undesirable trait of which most girls accused them, was really shyness which they were concealing. The girls seemed to understand that, and Harold was glad they did.

"Now I won't mind getting on a committee with girls. It might be fun."

Jane's poem shows how she feels about "men."

"I have a dog with nineteen legs,  
And a cat that lays green chicken eggs."

These are some whoppers that boys will tell,

They can exaggerate extremely well.

"I hit a homer, you made a run,"

Is that all they really consider fun?

Boys are quarrelsome, boys are rough,  
Of fights and squabbles they've never enough.

But boys are human, we must agree,  
Because somehow or other, they grow to be

Our scientists, lawyers, and fine young "gents"

And, sometimes even our presidents.

While enthusiasm was running high, we planned ahead. Since "Cheaper by the Dozen" is a popular book with the class (in our Individualized Reading program), Mona said we could compile a booklet of twelve "troubles" and call it "Troubles by the Dozen." We're well on our way now, and perhaps a few illustrations will indicate how an impelling topic can lead to valuable self-expression.

### THE TROUBLE WITH SISTERS

Woe is me. I'm a doomed child, destined to get blamed for anything and everything. Why don't my parents leave me alone and blame my sister for a change? Why? And why doesn't my sister sometimes defend me? I'm not exaggerating, it's the horrible truth. Just because my sister is older doesn't mean she's a privileged character. No elder should have special rights. Younger generation, arise! !!

Steve G.

### THE TROUBLE WITH BEING AN ONLY CHILD

I'm an only child, and if you look you'll see

A lonely child, lonely as can be.  
When I am ill and stay at home,  
There's no one to play with, I'm all alone.

Perhaps it rains, or even snows,  
There's nothing to do, no place to go.  
I just sit around, or watch T.V.  
Wishing someone would come and visit  
me.

I'd gladly trade places with children who  
say,  
"I could kill that sister for what she did  
today!"  
But deep down inside they love them,  
I'm sure,  
A brother or sister is one thing I could  
endure.

Jill D.

#### THE TROUBLE WITH TEACHERS

Time: 9:00 A.M. to 3:00 P.M., every day  
except weekends.

Place: P. S. 268

Victims: Pupils

Accused: Teachers and Principal

Witness: Eileen W.

Setting: Witness tells her story.

"They treat us like camels. They load us with packs of homework. They call on you when you don't know the right answers, and ignore you when you do. They're not satisfied with the answer to a math problem, but want to know how and why you got it. While you are in their class, they'll scold you, but when you come to visit them the next term, they'll recall you were their favorite pupil. However, I suspect these complaints won't last very long, and I'll appreciate their work in the future. I would not like to file charges against many of my kind and considerate teachers, for I will never forget them, not for all the tea in China."

At the time of this writing, we are still gaining momentum. We'll continue to discuss gripes, grievances, troubles, irritations with friends, relatives, selves, and have fun doing it. What are we learning? I think we're learning to love writing and freedom of expression, to write thoughtfully yet succinctly, to care about writing skillfully and to continue learning to write well. Incidentally, we're airing our problems, gaining in understanding of each other's difficulties, and perhaps just "letting off steam," which is so good for the soul.

# Ways to Improve Spelling in the Elementary Grades

The opinion of critics notwithstanding, many children today can and do spell well. There is some evidence which indicates that today's children spell better than children of similar age and ability spelled fifty years ago. Nevertheless, probably no person, who is experienced in education, would deny the fact that children can learn to spell better than they now spell, although there are some who question the desirability of spending more time in teaching spelling when so many interests are clamoring for entrance at the door of the curriculum. Again, evidence indicates that spelling can be improved without additional expenditure of time. True, greater knowledge and "know-how" on the part of the teacher are necessary in order for this to be accomplished. But perhaps this need not be a matter of major concern when so many teachers are seeking the wherewithal for doing a better job, as is evidenced by attendance at this conference.

It seems that the primary purpose of teaching spelling is, as stated by Ernest Horn in the *Encyclopedia of Educational Research*, "—to help children learn the words they will need to write as adults and the words needed in their present writing, both in and out of school (10)."

There are certain general procedures that, if practiced, will certainly result in the improvement of the spelling of most children.

The choice of the words to be taught is an important consideration. Words should

be selected primarily on the basis of utility (need now and later) as determined by valid research. Most leading spelling textbooks include words that were selected on this basis. A certain amount of flexibility is essential in meeting individual needs, and a word list, as well as a spelling program, must allow for this flexibility. (Selecting words to meet individual needs will be considered later in this discussion.) An amazingly small number of words accounts for most of the words used in the average person's writing. The following figures indicate approximate per cents of total words accounted for by certain numbers of words in studies by Rinsland, Fitzgerald, Horn, and others. (8, 9, 24)

100 words	55% to 60% of the total
500 words	75% to 80% of the total
1000 words	approx. 85% of the total
2000 words	approx. 90% of the total
3000 words	approx. 95% of the total

Interpreted simply, if the average person knows how to spell the right 3,000 words, he knows how to spell about 95% of the words he will ever need in his writing. But he must know the *proper* 3,000 words in order for this to be true. Much time is wasted in school by requiring children to learn words that are seldom needed in writing. This is especially true in the areas of social studies and science.

Pupils should be taught a systematic method of studying the spelling of a word. Probably children rely mostly upon visual imagery in learning how to spell a word; but it has been found that the inclusion of auditory and kinesthetic imagery, both of which accompany the pronunciation,

Dr. Bremer is Director of Elementary Instruction, Amarillo Public Schools, Texas. This address was given at the 1960 Convention of the National Council of Teachers of English in Chicago.

and the latter attending both the pronunciation and the writing of a word, increase the effectiveness of learning. Most spelling textbooks use a variation of a plan such as the following for studying the spelling of a word.

- (1) Look at the word carefully.
- (2) Say the word.
- (3) With eyes closed, see the word.
- (4) Cover the word and then write it.
- (5) Check the spelling. If the word is misspelled, start again with number 1.

Teachers should utilize a *trial spelling* (frequently called *trial test*) of words in the list as a means of enabling pupils to know which words they already know and which ones they need to study. The trial spelling or trial test should be corrected immediately by the pupil. It has been found that in a typical five-periods per week plan, a very small percentage of the errors made on a Monday trial spelling, if immediately corrected, will be duplicated on a Friday test. At least one authority contends that the corrected test is the most efficient single procedure for learning to spell (16).

Included in the spelling program should be provision for teaching items which will help the pupils to develop power in spelling. These items may be categorized as follows:

- (1) Phonics
- (2) Word-building, including prefixes and suffixes, forming plurals, changing tense, using the apostrophe, compound words.
- (3) Spelling rules (some of which apply to the above categories)

What phonics, word-building skills, and spelling rules should be taught is still a matter of controversy; however, a criterion might be "teach those that are nearly enough universal to be helpful rather than

confusing." Much of the phonics that is taught probably should be phonics which will help the pupil in entering the dictionary in order to determine the correct spelling of words. Some of the phonetic generalizations more commonly taught are those dealing with:

- (1) Sounds of consonants at the beginning of words
- (2) The long and short sounds of single vowels
- (3) The effect of the final silent *e*
- (4) The sounds of *i* and *y*
- (5) When to expect the spellings *ai* and *ay*
- (6) The *k* sound
- (7) The *q* followed by *u*
- (8) Sounds of diphthongs such as *oi* and *oy*, *ou* and *ow*
- (9) Sounds of commonly used consonant blends
- (10) Sounds of speech consonants

Spelling rules commonly taught include those that deal with changes in spelling when (1) suffixes are added (dropping silent *e*, changing *y* to *i*, doubling the final consonant), and (2) plurals are formed.

Time-consuming activities of questionable value should be avoided. Practices such as the following are most often-time wasting:

- (1) Calling attention to possible hard spots in words before the children have tried their spelling.
- (2) Oral spelling. The spelling of a word is learned in order that the word can be correctly written.
- (3) Repeated writing of a word for the purpose of learning its spelling. It is doubtful that the writing of a word twenty-five times at one sitting is the most effective method of study.
- (4) Engaging in the completion of purposeless exercises.

Enhanced learning is likely to result in any subject-matter area when certain elements are present in the teaching-learning situation. Four of these elements are teacher enthusiasm, pupil motivation, attention to the needs of individual learners, and focus of attention. The remainder of this discussion will be concerned with how these elements apply in the teaching and learning of spelling.

A teacher cannot be "handed" enthusiasm, although it is likely that an enthusiastic leader, in the person of a school principal or supervisor, can project some of his enthusiasm in a manner such that some of it will be "caught" by the teachers whom he is leading. In a like manner, pupils are likely to "catch" some of the enthusiasm of an enthusiastic teacher. This points up the need for a teacher's enthusiasm to be *apparent*. Enthusiasm that is not apparent is not likely to be contagious, and the contagion is desirable in the teaching-learning situation.

How does a teacher develop enthusiasm about teaching spelling? It seems logical that in order for one to be enthusiastic about teaching spelling, he must *feel secure* about it. He needs to know why the spelling words in the list were included and how they were selected. He needs to know how to help pupils select words to learn to spell when limitation of the number of words to be learned is necessary. He needs to know how to help the superior speller to select additional words to learn. He needs to feel confident about his teaching procedures. All this indicates that ideally a teacher should be well-versed in the research that has been done in spelling, and conversant with spelling materials. This is a big order because a vast amount of research has been done in the area of spelling, and many types of materials are available. Fortunately, however, spelling textbooks are improving, and the teachers'

manuals for these books contain a good short course in the how's and why's of teaching spelling. A teacher would do well, indeed, to familiarize himself with the teacher's manual of a good spelling textbook, continuing, of course, to avail himself of information contained in other sources as opportunities arise.

How to motivate pupils effectively is a major concern of teachers in all fields. Some of the same basic principles apply in the motivation of children to learn to spell as apply in other areas of learning. One technique for motivation is the provision of a means by which children can see their progress. Children can keep their own "Spelling Progress Records." The workbook edition of most good series of spelling textbooks will contain such a form from which teachers can adapt a record to fit their individual situations.

Providing variety in teaching and learning activities is essential to effective motivation. The good spelling textbooks "build in" variety. Even so, a teacher needs to have a repertory of activities that can be drawn upon to provide variety. The activities in the following list are suggestive of types of activities that can be used to achieve variety in spelling situations. Some of the items included have been suggested in publications of the National Council of Teachers of English.

1. Make a list of spelling words which may be spelled correctly in more than one way; *center, centre, theater, theatre* are examples (12).
2. Correlate English with other languages by studying word origins (12).
3. Have children draw cartoons or illustrations of the origins of interesting words (12).
4. Have children bring to class groups of words with similar sounds, roots, or stems (27).



5. Use guessing games. One child says, "I'm thinking of a word that means fat that begins with a c. Another child may ask, "How many letters are in the word?" "What is the middle letter?" If the children cannot guess the word, they consult the dictionary (27).
6. Provide crossword puzzle books in the class library for children who finish assignments before others.
7. The teacher may indicate the number of misspelled words on a pupil's manuscript but not the actual words misspelled. The pupil finds his own misspelled words (27).
8. Provide for letter writing with the editing done by the class as a whole or in groups.
9. Have pupils keep individual notebooks of new words encountered in subject matter texts which the children would like to learn how to spell. These could be kept on index cards in a file.
10. Play the games of scrabble and anagrams.
11. Play games of spelling baseball, basketball, etc. (15).
12. Write a group poem. Record it on a tape recorder and present it over the intercommunication system.
13. Use a class, grade, or school newspaper as motivation for learning to spell better.
14. Have a written spelling bee using the chalkboard.
15. Use a tachistoscope for presentation of new words (4).
16. Study the changing meanings of various words, as (20):
 

	<i>Older Senses</i>
fond	foolish
head	army
dear	hard, severe, glorious
17. Use association of words and pictures to help to build understanding of (1) multiple meanings, (2) use of hyphens, (3) contractions, (4) compound words, etc.
18. Suggest that the child be a Magician. As pictures of objects with the initial consonant missing from the word under the picture are used, the child can supply the missing letter.
19. Use spelling partners so that children may have an opportunity to dictate to each other words which they are trying to learn to spell. Each child may keep an individual list of words which he wishes to learn how to spell.
20. Ask children to spell selected words encountered on TV commercials.
21. Have children give different ways of writing the various sounds, as long e.
 

<i>ea</i> as in beak
<i>ee</i> as in speed
<i>ei</i> as in receive
<i>ie</i> as in frieze
<i>e</i> -consonant-silent <i>e</i> as in recede

If improvement in spelling is to occur all up and down the line—that is, if the weak spellers and the able spellers are to attain growth commensurate with their abilities, provision must be made for the differences among the children. How does a teacher provide for these differences in the teaching of spelling? Some general techniques, such as grouping, diagnosis of individual weaknesses, utilizing individual pupil's interests, varying the classroom organization, etc., can be used in the teaching of spelling as well as they can be used in teaching in other subjects.

Let us consider first the pupils who encounter difficulty in spelling. There are two types among these children. One type is the pupil whose spelling achievement is much lower than his achievement in other academic areas. The other type is exemplified by the child who is slow in all areas



of school work. In planning a spelling program for children of the former type, attention should be given to developing general spelling skills, and to finding some means of continuous motivation for overcoming individual difficulties. This implies, of course, the teacher's careful study of the words these children misspell, looking for types of spelling errors, and then selecting words for these children to study which will help them to develop power in the areas of their weaknesses. Teachers can classify spelling errors according to these simple categories: (1) those that indicate a lack of understanding of sounds—phonetic errors—and (2) those that indicate a lack of understanding of word-building skills, such as making plurals. Words selected for these children to learn to spell will very likely be somewhat different for each child.

Selecting words for the child who is slow in all learning areas will in most cases be done differently. These children should concentrate upon the most commonly used words. In a reliable spelling program these words are generally those that are taught in the earlier grades. In some cases it is desirable that the number of words that these children study per week or per lesson be reduced. A child should be able to learn most of the words which he undertakes to learn.

The teacher should make provision for each child in the class to keep a list of his individual spelling words. The list may be kept in a notebook or in a card file. Included should be words from the assigned list that the child has not yet mastered, and certain words (selected with the help of the teacher) that have been misspelled in written work other than that associated directly with spelling. Care should be exercised in selecting these words. Attention needs to be given to such factors as the

pupil's ability and commonness of the words.

How to interest and challenge the very able speller is a problem about which teachers have frequently expressed concern. The capable speller learns the words in the weekly lesson with little effort. Unless he learns how to spell additional words, he is not growing in spelling in a manner commensurate with his ability. Additional words may include those that fall into the category of adult usage. Such words are important for the able speller, since he is likely to do more than the average amount of writing. Furthermore, the teacher should provide opportunities in which the superior pupil needs to use his spelling in meaningful writing situations. The pupil should be encouraged to use in his writing words that are in his speaking and listening vocabularies, even though he is not sure of the spelling of these words and needs to resort to use of the dictionary in order to find the correct spelling. The pupil should proofread carefully, submitting to the teacher a finished writing product. The teacher then has the responsibility for checking the writing for, among other things, correctness of spelling. The pupil should include the words that are misspelled in his own list of spelling words. These words may be listed either in a notebook or included in a card file. Besides learning how to spell additional words, the pupil of superior ability can delve more deeply into word meaning and structure. Variations of some of the activities suggested previously will provide interest and challenge for the able speller.

We have been discussing how to provide for differences among pupils in the teaching of spelling. So far, we have considered how to determine what words a child should be expected to learn to spell. Implied in the discussion was the necessity for grouping pupils for instruction in spell-

ing. Probably all pupils, except for the very slow ones—those for whom the number of words to be learned has been reduced—can profitably continue to use the regular spelling textbook. The slow pupils will need to concentrate their study upon the words assigned (these words are determined in the manner discussed previously), beginning with a trial spelling to ascertain what words each child does not know how to spell. The remainder of the children in a class will have a trial spelling on the words in the regular textbook. Remember, that the words that are missed on the trial spelling should be corrected immediately. After the trial spelling has been corrected the pupils may engage in four types of activities: (1) study words missed on the trial spelling (the importance of a systematic plan for studying the spelling of a word cannot be overemphasized); (2) do the various exercises included in the textbook (it is assumed that these exercises provide for systematic development of "spelling power"); (3) engage in "enrichment" activities (these may or may not be included in the textbook. The teacher should include in her planning provision for the slow pupils to have an opportunity to participate in some of the activities that are "fun." Otherwise, these pupils are likely to be subjected to the "drudgery" of simply studying words they have missed while the other children, in the eyes of the slow pupils, are doing things that are fun.); and (4) engage in "team" study of words included in individual spelling lists. The "team" study is a type of grouping that is well-suited to use in spelling instruction. It means simply that "pairs" or "teams" of pupils work together in studying the words in the individual spelling lists. One member of the "team" dictates to the other member the words included in the spelling list of the latter. The words should be *written* (not spelled

orally) as they are dictated. It is evident that pupils of similar spelling ability can be grouped together or not, as the teacher sees fit.

Educational research and industrial research have indicated repeatedly that when individuals' attention is focused on a process or goal, greater learning or production is likely to result. How can attention be focused on learning how to spell? The often heard, "every teacher a teacher of spelling" is one way. There are, however, dangers inherent in this practice. If an elementary school is departmentalized, there is a likelihood that some of a pupil's teachers are not proficient in the teaching of spelling. Inherent, also, is the danger of unnecessary and undesirable repetition and duplication.

Assuming, however, that a teacher is proficient in the teaching of spelling, pupils' attention can be focused upon learning to spell through skillful attention to the previously mentioned three elements—teacher enthusiasm, pupil motivation, and attention to the needs of individual learners.

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27. Twentieth Yearbook of the *National Elementary Principal*, July 1941, Vol. XX:6, Chapter VI, "Spelling," pp. 475-508.
28. Wells, Dorothy P. "Today's Children Can Spell," *Elementary English*, XXXV:3 (March 1958), pp. 182-184.
29. Wolfe, Josephine B. "Step by Step in Spelling," *Elementary English*, XXXVI:3 (March 1959), pp. 178-179.

### Errata

Our apologies for the following errors that appeared in recent issues of *Elementary English*:

In Patrick Groff's article (January, 1961), the reference to *Strengthening Fundamental Skills with Instructional Games* should be credited to Guy Wagner, Mildred Alexander, and Max Hosier. The publisher is J. S. Latta and Son, Cedar Falls, Iowa. In the same article it was said that the Library Club of America will send free pins on request. This statement is incorrect.

In the February, 1961, issue, Mr. Edward N. Hook's position was incorrectly given. He is a teacher in the schools of Fridley District 14, Fridley, Minnesota.

# Meaning for the Masses

Reading includes much more than ability to recognize, sound out, and pronounce words. If the printed page is to be enjoyed, pupils must be able to feel and comprehend what the author has attempted to express. The skill must enhance our pupils' lives, lead them to become gleaners of facts, seekers of truth, and searchers for the unknown.

In certain of our classes informal observations and more formal diagnosis clearly revealed certain reading needs. Word identification and analysis were not the only problems. The problem lay among docile pupils, who existed from day to day in a lethargic state characterized by a total absence of expression or feeling even when they read dramatic selections orally, a lack of any obvious character identification, spontaneity, enthusiasm, a scarcity of ideas as to the stories' moral and a lack of knowledge as to how to discover plot structure or problematic situation.

At this point it is pertinent to mention that the middle and upper grades at Talcott are divided into homogeneous groups which meet one period a day. This is a part of our Developmental Reading Program in which faculty members work on reading skills at each grade level, present remedial tools for correction of deficiencies, and provide additional opportunity for enrichment among the more intellectually precocious pupils. The two extremes—severely retarded and rapid readers are also given special attention as well as non-English speaking children primarily of Latin or European descent and Southern migrants

who possess low achievements.<sup>1</sup> Attention was also focused upon vitalizing techniques for developing the following abilities in reading interpretation:

1. Understanding the meaning of sentences
2. Discovering the problem, purpose, or plan of a story
3. Learning to recognize emotional reactions
4. Forming sensory images and reacting towards them
5. Understanding the way story characters feel and recognizing the motives behind their behavior
6. Gaining ability to interpret orally
7. Learning to see relationships between events and ideas in stories.

The experimental devices as described here were designed primarily for use with 6th grade pupils, many of whom were reading above grade expectancy. Several activities were found so effective that they were later employed with an upper grade homeroom, and with a group of alert socially intelligent boys in a room for the educable mentally handicapped. These, of course, were pupils who were capable of handling selected middle grade basic reading texts and auxiliary materials.

## UNDERSTANDING THE MEANING OF SENTENCES

No matter how proficiently a pupil pronounces words, it is imperative that there be comprehension of the sentence context in which they occur. Moreover, there must be sensitivity to the larger context of both the paragraph and the story, or no interpretation can result.

Mrs. Prince is a teacher in the Talcott School, Chicago.

<sup>1</sup>Miss Dorothy Brenan, Adjustment Teacher at the school, introduced this plan.

- (A) An unusual tool that served well in this area was a part of Edith Fitzgerald's *Straight Language for the Deaf*. Meaning, vocabulary, and usage are taught through this book to acoustically handicapped children. Although not all of it would be applicable to a hearing child, a portion was used with considerable success.

We placed on the blackboard part of the key: Who - Did What - When - Where - How. Each word was underlined with a different colored chalk to solidify associations. Using the day's basic story or a previous lesson for review, many opportunities were used for filling in the "key." Later it was expanded to include: Who - Did What - Where - When - Why - Whose - How Far - How long - How much. Still later tasks of locating and placing in the form direct and indirect objects, lengthy clauses, and expletives were given.

- (B) Several sentences were written on the board. Each part appeared on separate lines in mixed order. Pupils chose the beginning, middle, and end of the sentence. Parts were labeled 1st part, 2nd part, 3rd part, etc. When sentences had been assembled correctly, they were rewritten for scrutiny, discussion, comparisons, and oral reading.
- (C) Illustrations were studied for revelations as to what was happening or what was to happen. Children can be unusually prophetic. Slower pupils were questioned as to ideas the graphic representations evoked which would not have been known otherwise.
- (D) Attention was always called to vivid description. Opportunity was presented daily to test understandings of figurative, idiomatic, and picturesque language. Pupils, too, suggested examples from their supplementary readings and created more.
- (E) It has been stated that there was satisfactory fluency in reading among these children. Yet often words appearing in middle grade texts were unknown by many pupils. Teachers

perhaps often do not stop to consider the multitude of variations even the most common words have. To be more explicit, *large*, *great*, or *big* have been taught. What about *huge* and *enormous*? Do our pupils readily sense the factor of relative size of objects?

Another example of semantic variations is contained in words such as *watch*, *peep*, *stare*, *glance*, or *observe*. While all denote the act of perceiving, each has a specific connotation which determines its proper use.<sup>2</sup>

*Run* connotes moving or going at a swift pace. Even at the primary level the need for understanding several uses of the word is apparent. "Harold, the motorman, runs the street car." "Helen runs the Teen canteen." BUT "Vick and Rickey run to the store for bread." Moreover, Tommy, carrying his tape recordings, ran into Jerry, whose view was obstructed by a stack of her modern paintings. This indicates a collision: yet at a more mature level when Butch ran into Julie downtown it had an entirely different connotation.

Variations in meanings extend into word usage and appear as different parts of speech and idiomatic expressions. For example, *fast* may function as an adjective, adverb, verb, or noun.

Variabilities in word meanings is indeed a comprehensive problem. They present innumerable channels for exploration. Its importance as a factor in achievement can never be minimized. As words for new concepts were taught, it was felt that effort was being made to carry development upward into new levels of learning. Simultaneously, this understanding of the wide meaning of words used at the middle grade level added breadth and strength to language and reading structure.

<sup>2</sup>"Vocabulary Development for Acoustically Handicapped Children," Margaret Fitzgerald, *American Annals of the Deaf*, November, 1959, p. 416.



Illustrated chalk talks were presented to explain the words involved in eating. It was discovered that texts used great numbers of nouns and adjectives which related to foods—names, classification, composition, appearance, flavor, and types of meals. A relatively larger amount of verbs encompassed not only the preparation of food but also the act of eating itself. Further consideration was given to ways sleeping was described, the synonyms of work and a vocabulary of play (games, recreation, and equipment). Movement, too, made an interesting study; for movement comprises *action* in space, of people, animals, and mechanical objects. Regard was given to sense impressions, kinds of people, and seasonal activity. Finally, lists of words that were related or classified along a particular pattern were demonstrated. Brief examples follow of a few categories studied. Words are not arranged in an arbitrary order, difficulty, or time sequence for presentation. Of course adaptations in these respects should always be made to suit individual reading situations.

*As People Think  
They May*

remember  
reason  
choose  
judge  
select  
make up their mind  
forget  
memorize  
recall

*As Elements Shine  
They in all probability*

glitter  
twinkle  
sparkle  
beam  
glimmer  
flicker  
glisten  
shimmer

*When One Says or Asks  
He might express it as*

begging  
replying  
admitting  
deciding  
pleading  
coaxing  
responding  
echoing  
retorting  
inquiring

*Laughter and Fun  
May Be Expressed  
in a*

smile  
grin  
giggle  
gurgle  
chuckle  
snicker  
roar

*Groups of Animals  
May Be Read Of  
Or Spoken Of As*

flocks  
herds  
droves  
packs

*Groups of Things  
May Be Mentioned  
Or Referred To As*

collections  
batch  
row  
line of  
range of  
series of  
cluster of

*People's Voices  
Make Many Sounds  
They might*

chatter  
mutter  
utter  
babble  
murmur  
moan  
whimper  
bellow  
shriek

*Appearance of Things  
May Be*

droll  
ridiculous  
out of the ordinary  
soiled  
crumpled  
wilted  
fresh

*Non-Living Things  
Make Sounds, Too*

Engines: puff, chug  
Motors: spit, roar, hum,  
rumble  
Bells: clang, peal, chime  
Whistles: shriek, toot  
Wheels: screech, rattle  
Airplanes: whir, drone,  
hum  
Doors: creak, squeak,  
bang  
Guns: bang, pop, sizzle

*Numbers of Things May  
Be Expressed As*

a scarcity of  
not enough  
sufficient  
excessive  
an excess of  
lack  
insufficient amount

**DISCOVERING THE PROBLEM,  
PURPOSE, OR STORY PLAN**

Ability to follow sequence and recognize problems or plot is a motivating factor for reading. Such skills lead readers to anticipate probable outcomes. When they are deficient in this fundamental area, novels, essays, and other kinds of literature will hardly be enjoyed at the high school level.

- (A) Sentences which summarized the main ideas were written on the board. Summations were made for each part. The whole was put into sequential order for further discussion as to plot perception.



- (B) Introductory parts of reading matter were never omitted, for they served an important purpose, that of providing background information essential to understanding the prose of poetry's events in the main text.

After the preparatory paragraphs were read, these and comparable questions were asked:

1. What characters will be met as we progress?
  2. During what period in history will this story take place?
  3. In what country and/or city will it take place?
  4. What main ideas shall we watch carefully for?
- (C) Another point which confused readers was the rapidity of change in time and place. Until pupils were capable of making these transitions effectively, a Time-Place-Clock Schedule was set up for each new assignment.

#### LEARNING TO RECOGNIZE EMOTIONAL REACTIONS

The ability to identify with a story character, to understand what qualities of personality he has, and the reasons why he reacts as he does in a given situation seems equally as important as recognizing plot structure. For "living a story" enables pupils to gain enriching experiences instead of a list of facts.

- (A) If a child is to develop interpretive skills and a love for reading, his first initial experience should be in listening to stories lucidly told. Vicars Bell of England says in his book, *On Learning the English Tongue*, "If there is any activity of the teacher which has upon the child an influence more subtle and more enduring than this of storytelling, I do not know of it. It does not seem too untrue to say that the child's philosophical background is formed and painted by the stories in which he lives."

Although the writer does not agree with

all the maxims projected in the field of bibliotherapy, certainly there is agreement on the theory that there is a relationship between personality and vicarious experience. Individuals do identify with characters who are having trouble similar to their own. In many cases tensions have been relieved and transformations have resulted.

How often our peripatetic, sensitive, loquacious "charges" have awakened with a deep sigh as if they had stopped breathing, as one finished tales of the expansion and exaltation of spirit which the talk of Samuel Adams and the others brought to Johnny Tremain. The children had not been "of this world" while absorbing what was being "spun." They had been transported out of and beyond themselves, freed in time and space momentarily, and had grown in stature and maturity through the experience.

Several class periods were spent in discussions of kinds of dramatic programs in which pupils had participated. Conversation was then directed toward kinds of dramatic programs which interested them on television. Nearly every child made reference to a highly dramatic program to confirm, deny, or illustrate a point. The children's adventurous and often astute sallies into the intricacies of plot structure, character motivation, and criticism of these show clearly that their dramatic sense was much more highly developed than their literary sense. An idea was captured. "Would you like to produce a play of your own?" There were loud affirmations. Some pupils looked upon this as a possibility for cessation of "Reading" with its concomitant paper work, "brain strain," and the like.

Many plays appealing to the interests of middle grade children were secured and placed in strategic places for pupil scrutiny. Meanwhile the class was advised of special reading techniques involved in play read-

ing. For example: the absence of descriptive narrative requiring the reader to deduce motives, character delineation which must be secured from the dialogue alone, the interpretation of stage directions and the necessity of visualizing action, time, place, and characters. Study skills of organization, condensation, and criticism were introduced.

A purposeful but humorous play, "Youth and the Solar System," was composed using creative dramatic techniques children's theater groups often successfully use. Planets, moons, suns, comets, meteorites, stars, and other outer space elements were involved. Like the Nutcracker Suite characters, all carried a "message." "Gosh," spoke an eager thespian, "this reminds me of the talking animals, dolls, and fantasy we read about in primary grades!"

Auditions were held, casts selected and crews assigned. Actors were given much instruction in methods to demonstrate their feelings through such means as gestures, facial expression, bodily action, movement, and dialogue. Emphasis was placed on tonal quality, ways to convey character reactions, and those motivating factors which caused certain responses. Mood and tempo were made meaningful. Pupils then concentrated on their individual roles, reading and remembering them for meaning contained rather than for parroting of lines.

The sophistication with which this class of culturally impoverished children approached stage movement, line interpretation, and character development was remarkable. Under the direction of David Aberdeen, at the time instructor of those reading on the 6th grade level, the play had its first and only run and closed amid acclaim—most of it on the part of the cast and crew!

Gains were studied carefully and critically:

- (1) There were involved in this activity a great many new words which have to do with stage techniques. Vocabulary such as *gelatin*, *flies*, *wings*, *apron*, extended themselves in meaning. There is a peculiar logic in stage terminology, the humor of which children of this age greatly appreciate.
- (2) There was neither concern for accurate representation perspective, nor proper techniques. The vital essentials were spontaneity, individual expression, keen observation, and interpretation. Particular care was taken not to destroy self-confidence, build false skills, hinder initiative, or inhibit the imagination.
  - a) *Scanning*: In the initiating stages of the project, children were required to select plays which interested them. This required brief examination, noting characters, trying to deduce a skeletal plot, and observing language.
  - b) *Criticism*: The students were required to discriminate between plays and came to notice elements which were or were not desirable for their purposes.
  - c) *Organization*: In presenting their reports on plays it was necessary for pupils to read, organize, and condense material in order to write synopsis or summations. Dramatic literature is particularly helpful in teaching how to organize; for action is usually quite apparent in dialogue and there is a minimum of extraneous descriptive material.
  - d) *Research*: A good deal of individual reading for a specific purpose was done by stage crews. Directions were further edited and cue sheets made.
  - e) *Memorization*: The rapidity with which these children learned their lines was amazing. While rote memorization is often undesirable, it is believed that purposeful memorization can be valuable and indispensable.

The arousal of interests was evident and previous ennui practically disappeared. It was noticed that most pupils were now reading with a more acute eye to character

analysis and author purpose. It must always be kept in mind that dramatic instinct and the sense of make-believe is also strong in children in the middle grades. Now that these individuals had experienced the translation of words from page to stage, they tended to see the subtler points in plot, characterization, and theme.

As a result many phases and words were listed on the board which described character's emotional reactions.

Reaction	Why Caused
Compassion and a disturbed feeling.	Dr. Benton had discovered that Sandy insisted upon keeping a promise.
Self Assurance	Phileas Fogg was certain he could travel around the world in 80 days.
(Ambivalent feeling of guilt followed by sheer satisfaction.)	Sherlock Holmes discovered that Turner was the murderer. Yet Turner's confession revealed the many cruel things McCarthy, the victim, had committed.
Suspicion	The army captain was questioning a draftee who he felt was supplying false information.

Passages selected for emotional display should not always be of the sweetness and light variety, for as children grow older they, too, must enter into feelings of pity, of courageous sacrifice, and aspiration as well as ones of gaiety and liveliness.

- (B) Stories were reviewed in order to relieve characters' feelings in specific situations. Pupils wrote on the board and in their notebooks, sentences which portrayed emotional impact. In parenthesis, kinds of emotions were noted.
- (C) Original episodes that could possibly happen to the children themselves were narrated. Each was asked to demonstrate his feelings through facial expression, action, and dialogue.

### FORMING SENSORY IMAGES AND REACTING TOWARD THEM

Reading is transformed into lucid meaningful experiences when individuals have the abilities to form images of sight, sound, smell, taste, and touch. When such images are mentally created it aids memory, for the changing imagery links each event or idea to the next.

- (A) Pupils were exposed to varied types of imagery. They were taught that most descriptive words in contexts forced changes in the original image. Much attention was focused upon descriptive and action words which stimulated strong sensations. Many kinds of "I See It" and "I Hear It" games were played as well as ones for touch, taste, and smell. Pupils who could not "hear" accurately went to the "corn-bin" because they did not have good ears. Those who could not "see well" went to the "potato bin" for not possessing good "eyes."
- (B) Many lines were read to the children which promoted visual and auditory acuity, memory, and discrimination. All contributed their understandings of sensory words and made lists in chart forms of specific descriptive words or parts from contexts which stimulated vivid sensory images.
- (C) Under the guidance of Geraldine McCullough, professional artist-sculptor and Instructor at Phillips High School, Chicago, who had previously carried on a successful experiment to manifest positive correlations of elementary school children's creative expression with their academic subjects, we, too, used this area.  
Art expression using many media portrayed most satisfactorily pupil understandings of the implication of sensory images. Construction of collages gave much opportunity for manipulation of varied kinds of materials. Designs and abstracts allowed for expression of many inner feelings pupils possessed. Experiments with line conveyed emotions and sensory images, while the drawing and painting of

scenes in which individuals were engaged in contrasting activities contributed much to pupil thought of mood, subjective reaction, the "why," dramatization, emotion, and solutions to a vexatious problem. These techniques were especially valuable with the group of intellectually inferior adolescents.

### GAINING ABILITY TO INTERPRET ORALLY

The question is often asked, "Why is it necessary to achieve oral interpretation? If one understands what he is reading that should be the only important factor." Yet oral reading becomes increasingly important and significant as pupils progress through the grades and high school. It is not only an instructional and diagnostic instrument but an interpretative and communicative one as well.

Pupils involved were given frequent opportunities for personal pleasure and enlightenment and opportunities to interpret human drama by reading aloud stories and plays which revealed motives, impelling feelings, and complex behavior of characters portrayed.

The greatly expanding role of oral reading was explained—that of being able to read adequately with fluency and expression, and use proper emphasis as well as pleasing voice inflections.

Pupils were advised of the demands and opportunities for persons who can read well orally—announcers, news analysts, reporters, demonstrators on radio and television programs, and demonstrators for commercial products.

Meanwhile a pupil-teacher study of the demands for skillful interpretation were continued and the tasks outlined as suggested by W. S. Gray:

1. Grasping the author's intended meaning.
2. Sensing the mood and emotional re-

actions which the author intended to produce.

3. Conveying the author's meaning to the listener, and
4. Conveying mood and feeling.

Enacting the role of pseudo-actors, we teachers read aloud, emoted, projected, and presented material which contained variations in pace, moods, and emotional tones. Pupils in need were helped to improve upon monotone expressions and to "loosen up" as they read orally. Many, many exercises were given in ways sentence meanings can be changed by stressing different words. Practice in accenting followed. For example:

*"I'm not going to the trackmeet."*

Lucy Roberts was firm.

*"I'm not going to the trackmeet."*

Edna Morrison assured us.

*"I'm not going to the trackmeet."*

Blanche Fisher changed a former decision.

Considerable levity ensued as pupils, after being taught and drilled on how punctuation marks were interpreted orally, wrote their own skit using these marks either as protagonists or as minor characters who described the many punctuation errors pupils made daily.

Pupils were shown how poets shared their impressions with readers. For example: Eleanor Farjeon experienced extreme pleasure in the kitten who has a giant purr and a midget mew. Elinor Wylie conveyed silence in the snowy aftermath of a storm when there was "windless peace" and "soundless space" for those who walk in velvet shoes. Poe was described as our artist of mood as he induced melancholy and suspense through "the silken sad uncertain rustling of each curtain" while again Tennyson shared the strength of his great sorrow in "Break, break, break, on thy cold gray stones, Oh sea." Finally, the savage turmoil in Edward Sill's brilliant and briefly worded picture of conflict was

presented: "In it raged a furious battle and men yelled, and swords shocked upon swords and shields"—yet, in the very next accounting his ebbing strength and impending defeat was evident, "A Prince's banner wavered, then staggered backward hemmed by foes."<sup>3</sup>

Enrichment records which professional dramatists recorded were presented. Pupils were then given extemporaneous passages to read which reflected strong feelings of mirth, despair, anger, joy, or melancholy and were guided in voice modulation so as to reflect these feelings.

Finally, the technique of choral speaking and oral reading of poetry was employed. It was found that these added immeasurably to that subtle thing called "reading with expression." Short rhymes where ideas and moods were simple and uncomplicated were used at the beginning. Various experiments in inflection, tone quality, rates of enunciation, and word groupings were made to determine which would be best suited to the meanings and moods implicit in the little poems. Continuity and contrast, too, were studied. Later the class moved into more mature poems that utilized meter, melody, rhyme, dissonance, and sensitive choices of words which gave exact connotations.

A delightful Verse Speaking Choir, which resulted, appeared on Talcott's Music As-

semblies. The choric presentations and the implications involved were most noteworthy. This, too, was devised and adapted for practical use by Miss Brenan.

- (A) Devices and exercises were given which focused attention upon sequential story events. Pupils were instructed in the meanings and use in stories' actions for words.
- (B) Many "Why" questions were given to establish cause and effect relationships. Because clauses were required in original sentences.
- (C) Imagination was called upon when pupils were asked to tell what situations caused stories to end as they did. Then imaginary events and make believe emotional reactions on the part of a character were substituted to note how such changes would have made the story entirely different.

### CONCLUSION

Creative reading, then, demands that pupils select from their store of concepts appropriate meanings of words which they perceive. These words are to be woven together into larger meanings as indicated by the author's style of expression and arrangement of context. From this the reader can create his own intellectual and emotional reactions.

A good quality of interpretive reading will furnish both means and materials for pupils' tasks of building themselves. Meaning for our masses of children will contribute even more toward self realization and growth.

<sup>3</sup>Mildred Dawson, "The Role of Oral Reading in School and Life Activities," *Elementary English*, January, 1958, p. 36.



## A New Program for the Late Reader

The student who does not read until he is eight, nine, and sometimes ten years of age is given special attention these days. For some time now primary teachers who have such students—and most of them do—have been purchasing checkers, paints, clay, and many other things for these students to use while she works with the students who can profit from reading instruction. Recently some of these teachers have convinced their superiors that this was a good thing to do, arguing that to keep pressing these students to learn to read was wasteful. Now many of these nonreading activities are purchased by boards of education.

The students are not as happy with this program as was once thought. Parents often consider that these things are play and that they do not count for anything. The first grade is a place where the student should learn to read, and whatever else is done (regardless of how valuable), if it supplants reading instruction it is considered worthless or just a continuation of kindergarten. When that attitude prevails, it is fairly certain that the activities are worthless. Teachers are making some progress in changing the thinking of parents, but it is slow work.

The student whom we are writing about frequently does not like to go to school. He attends all of the reading classes, but at the end of the year it is difficult to ascertain that he has made any progress. Many of his type appear to be bright enough, and the intelligence tests frequently confirm this observation. He can and does engage in all of the nonreading activities as skillfully as the students who are pro-

gressing in reading. It is frequently said of him at the close of his first year in school that he will forget all that he has learned about reading during the summer months. While he sits unchallenged he is having a relatively easier time than children his age a generation ago. Repetition of a grade, it was declared, is of little value, and harmful in many instances. While the decision to promote the student to the next grade regardless of his knowledge of the reading tool was an improvement over the old practice, it did little to lay the groundwork for a challenging program for students who are not ready to read at the age of six and seven.

In the past, we have tried everything to get this student to read at the age of six or seven. At one time we tried phonics without success. Then we tried a program without phonics with the same result. Then came the workbooks in which all sorts of forms were drawn and pictures made. This added little. One teacher made this evaluation: "It legalized cutting. Instead of cutting the desk with a frown from the teacher, the student cut pictures with the teacher's smile." Perhaps the greatest expectation came from the reading-readiness workbook. By having about the same thing that regular reading workbooks have, these books were presumed to hasten the period of incubation and make it possible for the late bloomer to learn reading at the age of six or seven. Of course, this failed. Fortunately today we do have some understanding of the late reader.

We know that any experienced teacher who works closely with an understanding parent can detect a late learner soon after the beginning of the first grade. If after instructing him in reading it is seen that

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Mr. Boney is principal of the Nassau School, East Orange, New Jersey.

he progresses he is ready to learn more; if not, he is not ready. By the simple process of subjecting this student to beginning reading instruction at intervals suitable to both the child and teacher the time when profitable instruction takes place can be discovered. Then too, we know now that there is such a thing as readiness for reading. For a long time the concept of readiness was ridiculed. It was looked upon as a subterfuge for someone who had failed in his duty. Through experience we now know that children can learn from ten to fifteen times more after that period is reached than they can prior to that time. Some students who start late, even at nine and ten years of age, if taught properly will make gains that exceed the national norm for their grade level. This is the exception. Generally, the late reader never overtakes the early one. Even at the age of fifteen or eighteen, the student who sprints in the primary grades has the advantage. It is because of this lack of progress in later years that many have brushed aside the concept of waiting for readiness before the student is given regular reading instruction.

The critics say these checker games, these stories read to the child, the block castle, the science experiments, and a great many other things that teachers are bringing into the classrooms are nothing more than a continuation of kindergarten. Those who hold this position are partially right. Many a student began to succeed at the time some adult gave him a push. That of course is the primary reason for incorporating the thinking of a parent in this decision when the students should begin systematic instruction in reading. Parents sometimes know a great many more things about the child than the teacher. Most certainly they can at times reveal to the teacher the attitude of the home on the matter. But on the whole, the effort to press all students

to read at the age of six is wasteful of the child's and the teacher's time and imposes upon both home and school a great amount of unnecessary worry and frustration.

The suburban schools are most beautiful. Their spacious grounds and low-rambling structures are the envy of everyone. It is hard to believe that pressure in any form is misused here. A casual visit reveals adults who are friendly and children who are happy. Children enter the first grade ready to read, and they do. A full three-fourths of these first graders are reading by Christmas. At the end of the sixth grade the average student is reading two or three years above the national norm. A high percentage of the graduates from these schools are successful in the best colleges throughout the country. As we look at these schools we must conclude that pressure to learn reading has been correctly gauged. The great majority of these students enter the first grade expecting to learn to read, and many are already doing a small but a significant amount of reading. The parents expect the students to be so instructed and the teachers are ready. Certainly this program is well suited to the great majority of these students.

Some children are not so well suited to this program in spite of the best effort of teachers; some of these students will not progress until the second and, at times, the third grades. This is most embarrassing to the school personnel. "How could our Jim be a late reader when both his mother and I read at a very early age?" Thus inquired a most sincere college graduate who had a good position, and who visualized great things for his son. When his son did begin to read at the age of eight, he was thankful, but he was strongly inclined to believe that his son had wasted a great deal of time—precious time that could have been put to better use. Some parents, however, have insight enough to

see that there is something more to the problem than materials, methods, or even the intensiveness with which the teacher goes about the task of teaching primary reading.

About twenty years ago, Mrs. Wright put aside her dish cloth, locked up the house, and came to school to ask, "Why all of this fuss about primary reading?" Her Pat was not in the primary grades at that time, but was a very good reader in the upper grades. We did recall, when Mrs. Wright asked this question, that Pat had had a great amount of difficulty with beginning reading. She read very little in grades I and II. During these years everything was done to try to get her to read. She began to read successfully in the latter part of the third grade, and from that time on she progressed smoothly. We now know that this child acted normally for her type. This mother had sufficient insight at that time to at least suspect that mass education with its grade standards was not suited for all students. She was a most unusual mother.

In the school across the tracks very little pressure is exerted by the home to get the young child to read. The majority do not read in the first grade. Progress for the average of these classes is not too significant in the second grade. Lack of home interest, the poor reading environment, the foreign language background, have a great influence upon success in school. The average of these students is two years behind the national reading norm. But somewhere about the beginning of the fourth grade a new power is shown by these students, and many of them become very good readers.

The difficulties encountered in attempting to teach reading to all first grade students in the "low cultural" school is much more obvious than it is in the suburban areas. Many students do not like school.

Two years ago I visited a "down town" school in a large city. The principal explained that attendance officers were proportioned one to every two schools, and that soon they would need one for every school. She attributed this to the drive on "academics" and to the indifference of parents. It is difficult to keep teachers in those schools, she explained. And it is not due entirely to the cultural level of these students. Many of the teachers realize that the majority of these six- and seven-year-old students are not mature enough to learn reading. In some cities these teachers also feel the injustice of measuring the efficiency of their work in these lower grades with standardized reading tests.

One can easily present a case for abandoning first grade reading in these down town schools. Since parents in these schools are indifferent toward reading instruction, they will not complain about a substitute for reading. Several school systems have tried this during the past twenty years without any ill effects. And how have parents reacted to the nonreading experiences supplied the first-grade children in these schools? In about the same manner as they did to the teaching of reading. Indifference is a poor environment for teaching reading or any other subject. In fact, one might say that it is as harmful to good instruction as too much bickering about the teacher's methods which one is so apt to find among some parents in the suburban school.

A good beginning reading program should spread over at least three years. Acceptance of this idea would clear the way for the development of a program of reading that is better suited to the needs of children than our present practices are. A partial acceptance of this idea has brought about a program that is known as the individualization of reading instruction. This is a step in the right direction, but it

is a long way from being perfected. That program was initiated as a stopgap measure when almost one hundred percent promotion became effective, and third and even fourth grade teachers were suddenly faced with children who had not made any progress in reading. While official approval was given for these children to be in these grades, it nevertheless was accompanied by a distasteful admission. Children reading on a first grade level and in the upper primary and intermediate grades gave clear evidence that the standards of the school had been lowered. If this attitude were changed so that we could look upon the spreading of beginning reading over a period of not less than three years, and proclaim that this was done in compliance with the laws of nature, we would be in a much better position to construct a new program of primary reading. Thus we might expect many people to turn to this

task and produce a better program than we now have, for they would be building upon solid ground. But accompanying this attitude is another that must be developed that is of equal importance.

We need something to teach that has a value that is cherished as much as the teaching of reading. A good thing for some children might be a nonreading activity that teaches them to live with others. It might be a good story read, or a building project that keeps alive imagination. Whatever it is, it is of the greatest importance that the adults—parents, uncles, and aunts—believe that it is worthwhile. If a home cannot give the smile of approval to the child's nonreading activity, but can only confront him with "we thought that you were through with that in the kindergarten," the values of this work if not destroyed have been greatly thwarted.

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Once upon a time there was an unhappy hill. He had flowers, but the hill was still not happy because he had no trees. This is why the hill was unhappy. Once a long time ago a fire came into the woods on the hill. The fire was in the woods for nine days. The hill was burned away. The flowers were burned away too. The grass was burned away but the grass and the flowers grew again. The trees did not grow again. But one day some children came to the hill and they said "poor hill." But one of the children said, "I know what we can do. We can plant some trees." All of the other children said, "O.K." So that is what they did. And if you ever go to the hill, you will see how happy the hill is.

ANN HANAWALT

*Grade Two, Whitcomb Elementary  
School, Glendora, California*

MARY WARD, *Teacher*

# An Eclectic Approach to Reading

Not since the days of Flesch and his *Why Johnny Can't Read* has the profession faced an issue that has aroused so much discussion and controversy as individualized reading. Rare is an elementary education journal that has not carried at least several articles dealing with the problem, or a reading conference that has not given over at least one session to an evaluation of this approach to reading instruction. A bibliography of seventy-five recently written articles dealing with the individualized approach appeared in the April, 1960 issue of *The Reading Teacher* (15). Since this bibliography was published many additional articles have appeared. Several carefully prepared evaluations of the method have been printed in the literature (13, 19), while at least three monographs have been published recently dealing exclusively with individualized reading (5, 11, 18).

As one reads dispassionately articles describing the theory behind individualized reading he cannot help noting that a great deal of what is written represents acceptable psychology and pedagogy. Everyone would find acceptable the principle of individuation of growth and the need to have the type and rate of instruction based on the characteristics of the child. For years school people have been exploring methods of instruction and classroom organization that will enable each child to develop to his maximum. Everyone recognizes the potency of reading interest as a factor in motivation. Everyone agrees that children should have a wide variety of material from which to select. All texts in reading methods discuss procedures for organizing individual or small "help" or "needs" groups

for children with particular problems or special interests.

## THE BASIC ISSUE

What then is the issue? Why all the controversy? Essentially, it appears to be the context in which these accepted principles and practices are placed in individualized reading. They are set off within a framework that puts them in opposition and contradistinction to the manner in which they are applied in a program using basal materials with group instruction.

For example, Jeannette Veatch, a spokesman for individualized reading, shows in chart form what she calls the "salient techniques and principles of individualized and ability-grouped reading programs" in respect to materials, classroom organization and procedure, and the effects on the child and his reading (18). In each case she attempts to show that individualized reading is in sharp contrast to an "ability-grouped" approach. She writes:

As can be seen these two methods are sharply divergent on matters of book selection, grouping practices, lesson planning, and teacher-pupil interaction. While some teachers may shift from one program to another at times, the basic philosophy of individualized and ability-grouped reading differ profoundly. The conditions of self-selection, individual conferences, and short-term grouping *must be operative in an individual reading program as here presented . . .* [italics mine] (18, p. 10)

May Lazar (9), a leading proponent of the individualized approach, contends that reading of this type is not synonymous with library, extensive, or recreational reading, widely used by many teachers as

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Dr. Artley is Professor of Education at the University of Missouri.



an adjunct to their basal program. It is, rather, a distinct approach to reading instruction that depends on the child's free selection of a book he wishes to read in relation to his current interests, from which instruction in the competencies is provided on an individual basis as need for a given skill arises. Obviously it denies the place of a sequential program carried on through basal materials used in group situations to promote growth in and through reading.

In other words, individualized reading procedures should not be construed as part of, employed with, nor adapted to an already existing basal program. Theoretically there are no shades of gray between the black and white of individualized reading and a program using basal materials with group instruction. One must be committed to either one program or the other.

#### EXTREMES IN EDUCATIONAL PRACTICE

Extreme points of view in philosophy and method are not new to education, unfortunately. Pendulums have a characteristic way of swinging to extremes, but denied the motivating power of a main-spring, they eventually swing to a neutral (and more defensible) position. Within the professional lifetime of most of us we have witnessed the extremes of phonics vs. sight words, oral vs. silent reading, experience vs. teacher-directed approach. In each case the extremes were vigorously defended at the time, but eventually the best of each approach was combined into an instructional pattern more effective than either used solely.

What is badly needed at the present time is research that will give us some indication as to what the best features of each approach are and how they may be applied best. We also need to know whether certain features are more applicable to one

segment of the school population than to another. Little is to be gained in trying to "prove" the merits of one approach over another by comparing the mean gain of an "experimental" group with that made by a control group following a "traditional" method. Literally any plan, procedure, or technique can be "proved" superior if the researcher and his co-workers are enthusiastic about it. The results of a particular procedure are more likely to be a function of the teacher than of the procedure, *per se*.

#### AN ECLECTIC APPROACH TO READING INSTRUCTION

The need for an eclectic approach to reading instruction has been stressed by a number of leaders in the profession. After discussing at length the advantages and limitations of various approaches including individualized reading, group basal instruction, as well as several other patterns of grouping for individual differences, the late Dr. William Gray concludes:

In my judgment progress lies not in the adoption of a so-called "single package" solution but in the development of a flexible pattern which utilizes the advantages of both group and individual instruction and the use of both common and diversified materials. (8)

Dr. Emmett Betts writes with respect to the need for a variable approach to individual differences in the light of teacher needs as follows:

... Because teachers vary significantly in their administrative abilities, they cannot be regimented into the use of any one plan. Furthermore, the adoption of any one plan does not insure pupil development of interests and skills required for successively higher levels of achievement. (2, p. 145)

Dr. Paul Witty comes to a similar decision with regard to various approaches to

reading instruction after an exhaustive and objective analysis of the literature dealing with individualized reading. He concludes:

It seems that a defensible program in reading will combine the best features of both individual and group instruction in reading. The basal text will be used and adopted so as to offer a dependable guide and an efficient plan for insuring the acquisition of basic skills. . . . It is necessary . . . for teachers to select "basal materials" with care and to use them judiciously to meet individual and group needs. Beyond doubt there is a need also for more diverse materials in any worthwhile reading program. (19, p. 450)

He continues:

A defensible reading program accordingly recognized the value of systematic instruction, utilization of interests, fulfillment of developmental needs, and the articulation of reading experience with other types of worthwhile activities. By this fourfold approach, steady growth in reading skill is made possible and the attainment of emotional satisfaction may be assured. (19, p. 450)

Dr. Arthur Gates likewise stresses the need for both individual and group procedures in reading instruction. He writes in *The Reading Teacher*:

An open-minded survey of research and of the experience of teachers who have used basal reading programs and the better types of "individualized reading" procedures will enable one to see that the best teaching will combine the good features of both methods. The best work with basal books embodies individualized teaching, and the best "individualized teaching" includes whole class and subgroup activities and the use of materials taken from, or identical in principle with, basal readers and workbooks. . . . We must undertake to discern the good features of each and attempt to embody them into what should be a better system than either. (8)

## RESEARCH POINTS THE DIRECTION

Not only do the opinions of respected authorities in the field stress the need for an eclectic approach to reading instruction, but research, as well, points to the same idea. Possibly one of the most carefully controlled studies that has been done in comparing individual and group procedures is that reported by Sartain (14). Five of ten classes of second graders were taught for fifty-six school days by means of an individualized approach, while the other five classes were taught by a program incorporating basal readers as well as an extensive program of voluntary reading. At the end of the first period the teachers who had taught individualized reading changed to the basal program and vice versa. Evaluations of progress were made by means of standardized tests, and appraisals of strengths and weaknesses of the individualized program were secured through teacher judgments.

Sartain's analysis of his findings shows "that the individualized method does not produce better reading gains than a strong basal program. . . ." He found, too, that capable students made approximately the same gains in reading under both methods. He says, however, that because of the efficiency of instruction and provision made through basal materials for systematic growth, both basic and supplementary materials should be retained for the capable as well as the slower pupils.

Sartain also found that one of the strong features of the individual program was the individual conferences with the pupils, developing, as they did, a strong personal relationship between teacher and child. Consequently, he recommends the incorporation of this feature into the basal program. He suggests that the pupils in the top reading groups may be able to acquire the competencies of reading through

basal materials used in the morning reading period with individualized reading used in the afternoon. Hence, we see from this carefully controlled study that the basic recommendation is that certain features characteristic of the individualized approach should be incorporated into the structure of a basal reading program.

In a descriptive account of the procedures used in the second grade of one elementary school in Los Angeles, Sharpe (16) found that a combined individualized-basal reading program worked effectively. In order to secure the advantages of a systematic program of reading growth, basal readers were used for part of the week's instruction while an individualized program to promote individual interests was employed for the remainder. In the former program the children worked in groups on word attack, vocabulary building, location and organization skills, comprehension, and critical reading. On the individualized days each child read in a book of his own choice at his own interest and reading level, following the procedures ascribed to this type of program. Although Sharpe is rightly cautious in interpreting the achievement data which she presents as part of the description of her procedure, she does feel that combining opportunities for systematic instruction with free reading and reporting did work well in this particular situation. The literature describes the practices of a number of other teachers who have used an eclectic approach. Quite universally these teachers feel that there are advantages in combining the two approaches so as to capitalize on the best features of each.

Likewise, Stauffer (17) in discussing individualized and group-type directed reading instruction, emphasizes the need to specify the conditions under which both types of programs may operate so that they will complement each other rather

than contradict. Stauffer suggests that both procedures be combined in such a way as to allow about half of the time for each. This might be done, he suggests, by using the group approach with basal readers for a week or two, followed by the self-selection approach for a similar period. Whether this is the desirable plan, or whether certain features of the two approaches should be combined within the structure of the existing developmental reading lesson remains to be seen.

#### VALUES OF GROUP BASAL INSTRUCTION

Though research does not give us a definitive answer as to the types of reading growth each procedure best promotes there are some straws in the wind that give some general indications. Dr. Gray in a scholarly analysis of the relative merits of group and individualized teaching, points out with regard to group basal instruction that:

It promotes the development of attitudes and skills which are common to the various reading activities in which children do and should engage in and out of school. It promotes a common background on which teachers can build in promoting added growth in and through reading in all school activities. It utilizes to distinct advantage group dynamics in stimulating interests and motives for reading among pupils who have not yet discovered that reading is a rewarding activity. It promotes breadth and depth of interpretation through discussions in which pupils compare their responses to stimulating problems and pool judgments in reaching sound conclusions (7).

In addition, Gray emphasizes the fact that group basal instruction provides for carefully planned learning experiences in various aspects of reading which are repeated and expanded as the learner pro-

gresses from grade to grade. Moreover, these experiences are arranged in such a manner that each builds on previous learnings as well as goes beyond to develop higher levels of skills and broader and deeper understandings. There seems to be little doubt among the authorities that the feature of planned, systematic sequences of learning stand out as one of the pre-eminent features of a basal program.

Another feature of group instruction that seemingly makes a valuable contribution to reading growth is the opportunity for interaction and reaction over material that the group has read as a common activity. This feature is particularly significant as one goes beyond the skills side of reading and shows concern with reading as a means of promoting changes in attitudes and behavior.

An extensive study of the value of reading experiences in effecting such changes was reported by Brady (4) in a paper presented before one of the University of Chicago Reading Conferences. She found that the ability to derive the author's meaning, to prepare oral and written synopses, and to make reproductions of the author's own words made little contribution to changes in attitudes. However, when the children were given an opportunity to discuss the story with other members of the group under the direction of a discerning teacher; when they were given an opportunity to reveal what they thought, felt, or believed, and to react to the ideas and feelings of others in the group, they began to see implications for their behavior and to give objective evidence of behavior changes. The give and take of ideas among the children seemed to make the difference between knowing about and being affected by. Brady concludes her paper by saying, "... every provision should be made in reading programs to assess what students believe, feel, and think. . . ." Certainly this

admonition is a potent argument for as much discussion, informal writing, argument, analysis, and problem-solving as possible. It argues, too, for a classroom atmosphere where creative interpretation is welcomed "... and where real interest is shown in each person's ideas and opinions." Regardless of the validity of the claim for an individual approach as a means of promoting growth in skills, the fact cannot be ignored that if a reading program is responsible for promoting growth through reading, we must give the reader an opportunity to express his ideas and feelings and to challenge and be challenged by those of others. This kind of activity can take place best within the context of a group situation.

There are indications, too, that pupils of different levels of capacity and ability may profit from different amounts of group and individual instruction. As early as 1925, Zirbes, Keelor, and Miner (20) reported a study carried on in two second grade classes where one group engaged in a program of basal instruction while the other was instructed through a program that today would have many aspects of individualized reading. Though the study reports that the average growth was practically the same for both groups, an analysis of the results according to levels of reading ability showed that above-average readers who were exposed to the program of intensive individual silent reading made more progress than the upper half of the group having group instruction. In contrast, the lower half of the group having the informal program made less progress than the pupils in the lower half having systematic instruction.

Sartain's study (14), referred to earlier, confirmed in some degree that of Zirbes. He found that the slower pupils tended to make better gains in vocabulary where the basal materials were employed. Capable

students, he found, made approximately the same gains under both methods. These two studies as well as others not referred to here give promising leads to fruitful areas of research.

#### VALUES OF INDIVIDUAL INSTRUCTION

On the other hand, Gray (7) pointed out that individualized instruction has certain desirable features. It makes possible the application of word-attack and comprehension skills on an independent basis. It gives the reader an opportunity to select materials in terms of his own interests. "It thus utilizes the personal motives of each child for reading, capitalizes on inner drives and reinforces the idea that reading is a rewarding activity." Gray added that through individual activity the teacher is afforded an opportunity to study the reading interests and habits of each child, and to provide immediate help if needed. At other times, he adds, the teacher should "confer at length with individuals to help identify their problems or difficulties more fully, to stimulate deeper interests in reading, and to encourage reading in areas previously neglected."

#### TEACHER-PUPIL INTERACTION

The feature of teacher-pupil interaction referred to by Dr. Gray above seems to be a highly important feature of reading instruction. Through conferences the teacher has the opportunity to assess the child's attitude toward reading, to note whether it is eager, defensive, or bored. Through tests, sociometric appraisals, and parent conferences she is better able to understand his ambitions, his feelings, and his frustrations. Both the teacher and the pupil come to know each other as persons, and to establish an understanding and a feeling of rapport, factors that are coming

to be recognized more and more as extremely conducive to school learning. In fact, careful research might well show that the close teacher-pupil relationship making for feelings of self-worth, importance, and success is one of the major features contributing to the success of individualized reading.

Suggestions of this as a possibility are found in several studies showing a direct relation between a teacher's understanding of a pupil's behavior, and his academic achievement and school behavior. The first is a study of Ojemann and Wilkinson (12) who found that children comprising an experimental group in which the teacher had made a comprehensive study of their attitudes, motives, and environmental conditions, thereby coming to know them better as people, made significantly higher academic achievement over children comprising a control group. Moreover, this gain accrued even though the teachers were unaware of the fact that academic achievement was to be used as a measure of comparison.

The second study was reported by Martin (10) who attempted to show the effectiveness of certain types of guidance activities on the adjustment and achievement of fifth-grade children. In one of his experimental groups considerable time was given to small-group and individual counseling sessions. Stimulus stories were used as a basis for discussing attitudes and feelings. The teacher and counselor came to know these children better as individuals and to understand the factors that motivated their behavior. After ten weeks of this type of activity the experimental group showed gains over those made by a control group of 4.2 months in reading, 7.2 months in language, and 8.7 months in arithmetic. Particularly striking, too, is the fact that these academic gains were made even though the teacher made no basic change



in her teaching procedure, nor was aware during the time the study was in progress that academic achievement was to be considered in the final evaluation.

Both of these studies seem to indicate that as teachers came to know their pupils better as individual personalities, they became more effective guides to learning; and as the children themselves increased in personal-social adjustment there was a concomitant increase in academic achievement. Though these studies relate only indirectly to the individualized *vs.* group teaching controversy, the implication remains that over-all achievement appears to increase as teachers come to understand their children better. Again it should be pointed out that improved understandings growing out of a closer pupil-teacher relationship are not the exclusive outcome of an individualized approach. Individual and small-group conferences may be just as much a part of a program using basal readers and group procedures as one using trade books and individualized procedures.

Sartain (14) makes this same point in discussing the results of the Roseville experiment. He feels also that the individual conference establishes a valuable relationship between teacher and pupil which contributes to better adjustment and achievement. He recommends that it be incorporated as part of the technique of sharing and reading supplementary materials. He says, "... There is no reason to forfeit the advantages of a well-planned basic system. Instead, the benefits of the individual conferences should be obtained by their addition to the basic reader plan."

## CONCLUSION

On the basis of the judgment and opinion of qualified leaders in the field, along with the findings of a growing body of research, there seems to be no valid reason for con-

cluding that one must make a choice between individualized reading and a group approach using basal materials. Rather, the wise procedure would be to combine and adapt the best features of each into a pattern that adequately serves the needs of the learner. At times this will involve group procedures, at other times, individual.

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### Austrian boy, c.1916, age 9

Als ich beim Hauster stand  
kam ein Herr und sagte: Du  
Kleiner, weist du, wo die  
Westbahnstrasse ist? Ich  
sagte nein. Und der Herr  
sagte: Du bist ein dummer  
Bub. Und er weiss es auch  
nicht.

While I was standing on  
my doorstep a man came  
and said: Little boy,  
do you know where West-  
bahn Street is? I said  
no. And the man said:  
You're a dumbell. And  
he didn't know either.

Dear Santa Claus  
Love Clarence  
I Want a wagon  
guns and ball

I been a good boy  
please bring my  
Moxhersometg g

Dear Santa Claus  
I am Cheryl  
I am 7 year old  
I am 2nd grade  
please Santa Claus  
bring me a doll  
and some day book  
and paint set

Love

From *Swing* (Writings by Children), Winter, 1960, 50 cents. 222 East 21 St., New York 10, N. Y.

# Motivating Reluctant Readers

Often teachers plan to help the retarded reader through more and more drill on aspects of reading skills that he has previously been unable to master through repetition. In the case of the child with reading disability, this, at times, seems to emphasize unduly the lack of progress of which he is so painfully aware. Instead, he needs to be motivated through pacing methods that inspire self-seeking, appeal to interest, and relieve the feeling of defeat which he usually experiences. He should be led, too, to see tangible evidence of success and steady growth.

## SELECTION OF CHILDREN

In one of the schools in which I serve as Reading Helping Teacher we decided to take some of the children who would normally be served in smaller groups for remedial instruction, and combine them into a group of twelve fourth and fifth graders. When forming the group we were mindful not to include excessively disturbed children who could not benefit by a flexible type of instruction. If the pupil needed a very routine program with carefully imposed limits he was not considered for placement in this group.

The youngsters selected had an I. Q. range on a group test of 76 to 114. Some of the lower scores later proved to be invalid because of emotional difficulties which depressed scoring. Several children had been retained once. Reading instructional levels according to silent and oral reading tests showed a span from beginning second through beginning fourth grade. Work habits were poor, all disliked reading, and in some instances parents were quite critical of the school.

Miss Hurley is a Reading Helping Teacher in Arlington, Virginia.

## PREPLANNING FOR INSTRUCTION

Since there was an aversion to reading on the part of these ten boys and two girls, the teacher had to explore interests and know just what the independent reading level of each child was. She had to know, too, something about his attitudes so that she could work for a better self-concept for each child.

An interest in books and in seeking information was awakened through prudent selection of a classroom library. Books surrounded the students in the room where they received their remedial instruction. One boy echoed the sentiments of his peers when he said, "For the first time I can read most of the books around this room. How did this happen?"

This, of course, was made possible by teamwork between the school librarian and the teachers involved. Books were circulated and titles changed constantly. Other sources for the acquisition of books were also utilized under the librarian's guidance. Story books as well as books in science and social studies were included.

In this setting, in which every child could readily find a readable book, books were enjoyed. Here a reluctant reader who was suspicious of adult choices could ask a friend about a book and receive an answer most satisfactory to himself. Browsing and sharing were actively encouraged.

Creativity was fostered but came slowly with these pupils until tensions were relaxed. Some pupils were fearful at first of presenting a drawing of their own and would come to class with something made by a parent or another classmate. Ultimately, however, better results were evident. It began when Jim brought in a clay figure of Buffalo Bill in his Wild West Show

regalia. Then, that very morning, Charles' report on Davy Crockett was supplemented by a clay bust of Davy. Suddenly the children were on the road to enriching experiences growing out of attempts to find unusual ways to share one's book.

#### INDIVIDUALIZING INSTRUCTION

Gradually these pupils were introduced to a method of simple record keeping of books read and to the idea of individual conferences. The latter was eagerly seized upon as a chance for most of them to acquire the attention they craved. During such conferences, which lasted from about three to seven minutes, they worked on word analysis, understanding what they read, and expressing views. These conferences helped in pupil-teacher planning for further gains.

Along with these activities comprehension was checked in group discussions also, since several read the same book. Children participated, too, in submitting questions concerning stories and in various individual projects. At times sub-groups within the larger group were taught through the use of stories in the basic reader. This was done on the proper level on a regular schedule for those evidencing the need. The McCall-Crabbs Practice Lessons to improve rate and comprehension were used. Whenever possible, groups were formed for games such as "Take" and "Vowel Lotto," as these provided a painless way to drill and review certain skills. These were always teacher-directed.

Dictionary skills were covered, and pupils worked independently to unlock and learn new words. Records of these were kept. Frequently games for drill on dictionary skills were enthusiastically received. Children liked to submit for study words which they themselves had mastered.

#### WHOLE GROUP PARTICIPATION

When a skill was necessary for all it was

taught to the entire group, and the words used were derived from the reading materials the children were currently using. Assignments growing out of whole class participation were then given. To complete these, the children usually delved into stories they were reading, or into basal reading texts. At times worksheets prepared for sequential instruction of reading skills were employed. Many of these were designed to be used over and over again by different children. Some were taken from workbooks and pasted on durable backing and covered with cellophane. A china marking pencil was utilized to write the answers. A soft cloth or paper readily erased the work when desired.

#### EVALUATION

Record-keeping by the teacher was a valuable key to children's progress and a diagnostic and planning tool. Records began to reveal patterns of difficulty and a widening of interest as well as a lessening of defeatism.

During ten weeks on this program the students had developed an amazing amount of self-confidence, work habits had improved, an interest in books had been aroused. Everyone measured at least eight months gain on the Gray Oral and some measured nearly two years. The latter seemed chiefly attributable in most cases to emotional satisfactions gained by the pupils and to their release from frustration.

Individualized reading methods can be powerful teaching tools for the retarded readers as well as for the gifted, the slow learners, and the average students. However, such an approach must be in the hands of competent, well-informed, creative teachers, who know the reading program thoroughly. They then merely muster all they know and the best of reading materials of various sorts, and employ them to the best advantage.

# The Classroom Teacher as a Researcher

Classroom centered research is not new. Educational research has always been concerned with the teaching-learning process in the places where it occurs. Each classroom is a possible research laboratory. The important corollary is that each classroom teacher is a possible researcher.

Educational research has taken on a false aura of grey-bearded, library-centered, mysticism. It is not mysticism. It is not mysterious, nor need it be library-centered, nor does the researcher need to be grey-bearded. Much of what is important in educational philosophy, psychology, and methodology has come from the ideas and hunches of classroom teachers. Tryouts of their ideas have formed the bases for larger studies which in turn have become the cornerstones of our teaching practices.

The teaching of English is in desperate need of the kind of research that is best done in the individual classroom. The plain fact is that the average recipient of today's English teaching does not use English skillfully. It is the task of teachers of English to develop in all students the ability to read intelligently, to write clearly, and spell correctly, to listen well, and to speak effectively. That these attributes are not shared by all adults is obvious. Considerable debate ranges as to whether students are more skilled or less skilled than they were fifty years ago. This is unimportant. It is important that large numbers of our

graduates at any level do not read intelligently, write clearly, listen well, or speak effectively. The number is large because we do not know how to develop these abilities as well as is desirable or necessary.

Finding out how to teach better is the task traditionally set for educational research. In our present ignorance it is more specifically the job of the classroom teacher. Only at the classroom teacher level do we possess the man-power and the facilities to do the vast amount of preliminary work necessary to effect any real improvement in the teaching of English.

The methods used to teach English now differ little, if at all, from the methods in vogue at the turn of the century. (The teaching of reading and spelling in the elementary school are exceptions.) We use the same methods, not because they have demonstrated their effectiveness, but because better ones have not yet emerged from the cauldron of preliminary tryout and rigorous investigation.

The formation and tryout of ideas form the very core of educational research. If the desperately needed improvement in methods of teaching is to come, the direction of improvement must be based upon research. To be effective and useful, such research must be based on good ideas that have withstood the test of preliminary tryout.

The challenge is great. The need is crucial, but despite this obvious need, classroom teachers are notoriously unwilling to research. The unwillingness may be traced to a variety of fears, most of which fit under one of two headings: the fear that the teacher is not fulfilling her responsi-

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Dr. Singleton is an editor of World Book Company. Dr. Diederich is in the research division of the Educational Testing Service. Dr. Hill is at the University of Oregon. This article is part of a series sponsored by the National Conference on Research in English, which will be published as a bulletin by the National Council of Teachers of English.



bilities towards her students; and the fear of research itself.

The responsibility of a teacher to her students is to guide them to the most efficient learning of which they are capable. Such guidance must necessarily be different for different individuals, else all we have learned and subscribed to concerning individual differences is false. It is unfortunate that this basic and simple responsibility is often forgotten in the idea that certain material "must be covered" and/or that the colleges "require certain things." The idea that a course of study is the total diet for any group at any age directly opposes the truth of individual differences. It leads to the shocking pattern of the teacher who plunges into her course of study in September and emerges from the end, in June, triumphant and alone.

Guiding students to efficient learning requires that the teacher search out and apply variations in teaching methodology. It is because this guidance is necessarily different for each individual that the teacher will always be essential to the teaching process. If the course of study contained all that was necessary for each student in a group then the teaching machine could supplant, rather supplement, the teacher.

The classroom teacher must, to fulfill her appointed task, search out and apply new techniques of teaching. Such endeavor is precisely the kind of educational research this chapter is proposing. To make the ideal of classroom research a reality, it is necessary to add only the activities of describing and evaluating the process. This can and should be as simple as writing a grocery list or taking attendance.

The fact that a full-scale educational investigation designed to test a major hypothesis is involved, time-consuming and difficult to conduct does not affect teacher-directed, classroom centered research. These are two separate and distinct

levels of research. At one level the classroom teacher tries out a new idea or technique, evaluates the results, and keeps records of the experiment. At another level a research specialist notes the findings, forms a hypothesis and proceeds to test that hypothesis as rigorously as he knows how. It is apparent that one level is as important as the other, since the second relies so obviously on the first.

Thus, the fears of teachers regarding research are groundless. Our responsibility to our students demands that we do research rather than avoid it. The kind of research we should do is simple, not rigorous, but it is, nonetheless, essential for guiding the total process.

The requisites for good classroom-centered, teacher-directed, research are three in number: an idea; a statement of the idea; and a method of determining the effect of the procedure suggested by the idea.

The idea may come from anywhere. It need not be original. In fact, it has been said often that no new ideas exist in education but simply old ideas in new words. The idea may come directly from another teacher's experience, either at first hand or through a journal. It may be an adaptation of another's idea. It may come from sensing an educational use of a technique used in business or another profession. The source of the idea is unimportant. It is important that the teacher find an idea that in her judgment is worth trying.

Stating the idea clearly is the next step. It should be phrased as a simple purpose usually in the form of a question. Some examples follow:

1. Would my pupils make fewer errors in punctuation and capitalization if they wrote three 100-word themes each week instead of one 300-word theme?
2. Would my pupils' handwriting improve

faster through five minutes of practice each morning or one 30-minute period once a week?

3. Would my pupils make fewer spelling errors in their free writing if I counted such spelling errors in setting their spelling grade?
4. Would my pupils make better progress in written expression by working as parts of teams of two or three than by writing independently?
5. Would my class make faster progress in spelling by mastering 5 words each day than they make using the pattern of 25 words studied in one list all week?
6. Would my class do more independent reading if I read them portions of books than if I assigned them to read a book a month?

These questions are simple and one may well wonder why the answers are not already known. The answers are not known because sufficient research has not been done. The answer to any one may be either yes or no depending upon other circumstances. It might be yes for particular students in a particular place. It might be no for students with differing backgrounds.

The simplicity of these questions makes apparent two important characteristics that distinguish educational research from research in other areas. The teaching-learning process is so complicated that very little is known and established as fact concerning it. The educational researcher is forced to work with little bits of the final results in an effort to establish facts to guide further research. The second characteristic is that educational research, since it is concerned with living people who lead their own lives away from the experiment most of the time, can never control all the variables that may be affecting the experiment. In contrast to a typical educational experiment, a biological or chemical experiment

starts with the materials carefully provided for in a lock and key environment that effectively rules out of the experiment any outside interference. The educational experimenter must realize that in his research the results he obtains may have been caused by something completely outside of his experiment. Consequently, a part of the design of full scale educational research must always be provision for duplicating the experiment under widely differing environmental conditions. Only as the technique works anywhere and with anyone can we be sure that the technique itself is important.

Each of the questions posed above are not only simple but posed in terms of the teacher's own class. So stated, the results apply only to the particular class but the value to the profession lies in the possibility that many teachers might reach the same results with many classes. This is called either duplication or replication of research. Classroom teachers can perform a great service to their profession by repeating experiments tried successfully elsewhere, fitting them to the classroom environment within which they are teaching.

The questions listed are samples of the kind of classroom-teacher designed research that is most worthwhile. They are limited in scope as they must be if the results are to be valuable in face of the classroom-group limitation. This does not mean that problems with a broader scope are valueless—it means simply that problems with a larger scope have to be repeated a great many more times before their results can be considered important. As a general rule the smaller the scope the more likely it is that a single classroom experiment offers indications of lasting value.

Another virtue of simplicity in the statement of a problem for classroom research is that the method or technique to be

tried is apparent. Ideally, another teacher should be able to tell from the statement alone the basic technique to be attempted. A simple way to check the clarity of a research statement is to ask another teacher to read it and then tell you what she thinks you are going to do. If what she suggests is alien to your plan rewrite your statement.

The third requirement of a good research study is evaluation—finding out what happened. One needs to find out whether the technique worked—did the students learn what they were supposed to or did their behavior change in the way we had hoped? Then one needs to find out whether or not the new method worked better than some other means.

The simplest way to find out whether or not students have learned something is to test them. If tests are available that cover the exact material taught then they can be used. More often the classroom teacher has to build her own tests. Test building is so important a task that a whole chapter has been devoted to it in this bulletin. The basic premise of that chapter is that teachers have time available, through a succession of classes or tests, to build a thoroughly reliable and valid measure. Much of the material and discussion of that chapter is applicable here, particularly if the teacher-researcher can repeat her study with successive groups. However, for the one time study the first attempt at a teacher made test must be used and therefore it should be built as carefully as possible. Teachers have been building and relying upon their own tests for years.

Basically, the building of a test over a narrow range of subject matter requires the inclusion of as many facets of the learning as there are. The best classroom test is an exact inventory of all that has been taught. The validity of such a test is reasonably assured if the total content is represented. Generally this ideal is not

achieved because teachers tend to regard testing time as non-teaching time and therefore their tests are too brief. Testing time is actually learning time, particularly so if the tests are corrected in class so that each student learns where he went wrong and what he should have done. The recommendation is, then, that the teacher made test be as comprehensive as possible even if it means testing over two or three classroom periods.

Of the sample questions proposed only number 5—the one concerned with spelling words in a spelling list—is susceptible to teacher made test evaluation. Number 2—the handwriting question—could be resolved by using a standardized measure against which to grade handwriting samples. The evaluation would be improved by collecting and grading handwriting samples from a variety of situations including occasions when the students were unaware that their handwriting was to be graded.

The other questions posed call for observations of behavior. Each one suggests that the teacher count errors or books read or some other easily collected data. Such counts should be made both before and after the experiment. Error counts can usually be reduced to a so-many-errors per 100 written words base so that different samples can be compared directly. Such counts serve to answer the first question posed to any evaluation—has the technique accomplished the expected result?

The second facet of evaluation—has the experimental technique done the job better than another method—can be accomplished only partially in the classroom-centered, teacher-directed study. The importance of outside factors is larger when two or more methods are compared. The research specialist allows for this by carefully controlling all the factors he can and then attempts to control the rest by statistical procedures.

The best thing the classroom teacher can do is attempt to evaluate her results against "normal" expectancy. She can define normal expectancy as the progress her last year's group made or the progress this year's group has made during a previous period. Such progress is determined by results on achievement tests. If she has a group with a normal range and mean of mental ages the assumption is reasonable. Most of the questions posed earlier are concerned with learning that is measured in achievement tests. The mechanics of written language and spelling are usually measured directly in such a test. If this year's group makes 18 to 20 months gain against the normal expectancy of 12 months gain then the indications are that this year's teaching was more successful than last year's. Beyond this rather mild statement no further conclusions are warranted in the single classroom experiment. If the teacher secures the same results in several succeeding years then somewhat stronger claims can be made although they still apply only to the type of group the teacher meets. If her success with a particular technique causes other teachers to try it and they in turn meet with success then even stronger claims are possible. Each success, whether it be in an ensuing year by the same teacher or in other classrooms by other teachers, makes the results more and more conclusive. This duplication or replication of an experiment can be the strongest possible kind of research because good results time after time and in place after place makes possible the conclusion that it is the technique itself that is strong despite the many factors which may have influenced it.

Teacher-directed, classroom-centered, research is important. As pressures upon us to teach more and more in less time continue to increase, such research becomes crucial. The classroom teacher must search for ways of using teaching time more ef-

ficiently. We are confronted with the fact the general level of competence in English is low. It is too much to expect that the remedy will come from the handful of people on college campuses who devote their full time to research in English. It must come from the classroom teachers who have accepted responsibility for teaching English.

The kind of research that is necessary is directly in line with the teaching philosophy general in our schools. It is the searching out of the particular technique, or combination of techniques, that will best fit the individuals in a class.

The formal requirements of scientific investigation are out of place in this kind of research. All that is necessary is an idea, a statement of the idea, and simple evaluation. If the results suggest that the idea is good then is the time to consider a more formal evaluation.

There are many ways in which this simple kind of research can be expanded as individual teachers become research-minded. Another teacher in the same school system may become interested in a direct comparison of method. Co-operative research across a whole school, or school-system, is an excellent way to broaden the base of a study. A mutual project in which two or more teachers who teach in different schools may try an idea together but on differing populations, can be valuable. The cooperation of a University in broadening a project by enlisting other teachers and by providing statistical and technical aid can turn a simple study into an extremely important guidepost to the mysteries of the teaching-learning process.

But basically it is the simple study which is important even with its limitations because so many thousands can be done in the time it takes to get one broad research study completed. The challenge offered by the present status of the teaching of Eng-

lish is one that can be successfully met responsibility of teaching English, realizes only as each of us, who has accepted the that research is part of that responsibility.

### NCTE ELECTION NOTICE

In accordance with the Constitution of the National Council of Teachers of English, the Board of Directors at its meeting last Thanksgiving Day chose Richard Braddock, Bernice Freeman, Sallie Marvin Gruwell, M. Jerry Weiss, and Alvina Treut Burrows as members of a Nominating Committee to propose officers for 1962. Through Alvina Treut Burrows, chairman, the committee offers these nominations:

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| <i>For President:</i>   | G. ROBERT CARLSEN, University High School,<br>State University of Iowa  |
| <i>For First Vice President:</i>  | DAVID H. RUSSELL, University of California,<br>Berkeley   |
| <i>For Second Vice President:</i>   | RICHARD CORBIN, Hunter College High School,<br>New York   |
| <i>For Trustees of the Research Foundation:</i><br>(One to be elected for a three-year term ending in 1964) | PAUL FARMER, The Lovett School, Atlanta, Georgia<br>AUTREY NELL WILEY, Texas Woman's University,<br>Denton  |
| <i>For Directors-at-Large:</i><br>(Six to be elected)   | CAROLYN BAGBY, Ponca City High School,<br>Oklahoma<br>FRANCES FINLEY, Phillips High School,<br>Birmingham, Alabama<br>JAMES HAMAN, Georgia Institute of Technology,<br>Atlanta<br>LOUISE MARKERT, Seattle Public Schools,<br>Washington<br>JAMES MASON, Indiana State Teachers College,<br>Terre Haute<br>A. K. STEVENS, University of Michigan |

This slate will be presented for action at the meeting of the Board next November. Other nomination(s) may be made by petition(s) signed by twenty Directors of the Council and presented to the Secretary of the Council, with the written consent of the nominee(s) before August 16. When Mrs. Burrows moves the election of the committee's nominees, other nominations may be made by members of the Board.



# Aids for Librarians In Elementary Schools

## 1. GENERAL BOOK LISTS AND SELECTION TOOLS

*Adventuring with Books*, by the National Council of Teachers of English. Champaign, Ill.: The Council, 1960. (508 So. Sixth St., Champaign, Ill. 75c)

Annotated list arranged by form, i.e., "Picture Stories and Easy Books," "Fiction," etc.

*Basic Book Collection for Elementary Grades*, by the American Library Association. 7th ed. Chicago: The Association, 1960. (50 E. Huron St., Chicago 11, Ill. \$2.00)

Annotated list arranged by Dewey classification with grade range for each title. Indicates a Dewey number for each book, suggested subject headings, and availability of Wilson cards.

*Best Books for Children; Including Adult Books for Young People*, by Mary C. Turner. New York: Bowker, 1961. (R. R. Bowker Co., 62 W. 45th St., N.Y. 36, N.Y. \$3.00)

Culled from *Junior Libraries* and revised annually, the list includes retrospective material which is still available. Entries are annotated, arranged by grade levels, and then by subject. Title-Series and Author-Illustrator indexes.

*Bibliography of Books for Children*, by the Association for Childhood Education International. Washington: The Association, 1960. (Bulletin, no. 37) (3615 Wis-

consin Ave. N.W., Washington 16, D.C., \$1.50)

Revised biennially, this annotated list limits itself to a group of "quality books on a variety of subjects for children from four through twelve years of age." Arranged by subject areas with suggested age levels.

*Children's Books for \$1.25 or Less*, by Helen Suchara. Washington: Association for Childhood Education International, 1959. (3615 Wisconsin Ave. N.W., Washington 16, D.C., 75c)

Arranged under subjects and then by title; includes annotation and price in the listing.

*Children's Catalog*, by R. Giles and D. Cook. 9th ed. New York: H. W. Wilson Co., 1956. Supplement Service. (950 University Ave., N.Y. 52, N.Y. Service basis)

"Catalog of 3400 books for elementary school or public library. Annotated for teachers' and librarians' use. Gives price, publisher, subject headings, and classification number. Stars titles recommended for first purchase."

*Good Books for Children*, ed. by Mary K. Eakin. Chicago, University of Chicago Press, 1959. \$5.95.

1000 books listed by author, and culled from the *Bulletin of the Center for Children's Books* during a ten-year period. Annotations are descriptive and critical with suggested grade levels. Index lists books by title, subject areas, and broad grade levels.

*Recommended Children's Books*, by E. Louise Davis. N.Y.: Bowker. Annual. (*Junior Libraries*, 62 W. 45th St., N.Y. 36, N.Y. \$2.00)

Miss Olson is an instructor in the Library Education Program of Queens College, Flushing 16, New York.

Annotated list culled annually from issues of *Junior Libraries*; arranged by grades and subjects, beginning with first picture books and continuing through teen age. Preferred titles single and double starred. Index.

*Reference Materials for School Libraries, Grades 1-12*, by North Carolina Dept. of Public Instruction, (Publication, no. 321) Raleigh, N.C.: The Department, 1959. \$1.50.

A classified list of reference materials which includes brief annotations quoted from other book selection tools.

## 2. REPRINTS ON CHILDREN'S LITERATURE WITH BIBLIOGRAPHIES

"Following the Folk Tales Around the World," by Elizabeth Nesbitt. Reprinted from *Compton's Pictured Encyclopedia*. Chicago, F. E. Compton and Co., 1957. (Request from The Company, 1000 N. Dearborn St., Chicago 10, Ill.)

Includes material on history and characteristics of folk tales in many countries, followed by briefly annotated bibliographies arranged by country or groups of countries. Through junior high.

"Literature for Children." Reprinted from the *World Book Encyclopedia*. Chicago, Field Enterprises, 1954. (Merchandise Mart Plaza, Chicago 54, Ill.)

Gives a general introduction to the field: Material on its history, illustrators, book reviewing. Includes annotated bibliographies, selections from picture books, and some suggestions for books through high school.

"Seven Stories High," by Anne C. Moore. Reprinted from *Compton's Pictured Encyclopedia*. Chicago: F. E. Compton and Co., n.d. (1000 N. Dearborn St., Chicago 10, Ill.)

Guide to parents in building a child's library with annotated bibliography by age

groups, from under three years through thirteen plus.

## 3. SAMPLING OF BOOK LISTS ON SPECIAL SUBJECTS OR GROUPS

### A. Human Relations

*About 100 Books*, by Ann G. Wolfe. 3d ed. New York: Division of Youth Services, The American Jewish Committee, 1959. (165 E. 56th St., N.Y. 22, N.Y. 25c)

Annotations arranged by age groupings through high school. Books chosen which it is believed will help develop better understanding of different racial, ethnic, and religious backgrounds.

*Books About Negro Life for Children*, by Augusta Baker. New York: New York Public Library, 1957. (Fifth Ave. and 42d St., New York, N.Y. 25c)

Annotated list arranged first by form: Stories, folklore, music, poetry, etc., then roughly by age level through senior high school.

*Books Are Bridges*, by American Friends Service Committee and Anti-Defamation League of B'nai B'rith. N.Y.: Anti-Defamation League of B'nai B'rith, 515 Madison Ave., N.Y. 22, New York. (25c)

Annotated list arranged by grade levels through junior high under broad subject divisions. Also includes some resource material for adults.

*Reading Ladders for Human Relations*, by M. H. Heaton and H. B. Lewis. Rev. ed. Washington, D.C.: American Council on Education, 1954. (1785 Massachusetts Ave.) \$1.75.

Includes teacher materials showing how to use the "ladders" with children and young people. Annotated books are selected and arranged for primary through mature readers in each subject area. Among topics are "patterns of family life," "community contrasts," etc.

### B. Curriculum Areas

*Bibliography of Reference Books for Elementary Science*, by G. G. Mallinson and J. V. Buck. Rev. ed. Wash.: National Science Teachers Association, 1960. (1201 Sixteenth St. N.W., Washington, D.C. 50c)

Annotated list of selected science books, excluding texts; also lists professional books for the elementary science teacher. Arrangement is by broad topics and then by grades K-8.

*Science Book List for Children*, by Hilary J. Deason. Wash., American Association for the Advancement of Science and The National Science Foundation, 1960. (1515 Massachusetts Ave. N.W., Washington, D.C. \$1.00)

Annotated list arranged by Dewey classification, indicating broad grade ranges. Also includes material on selection and the proportion of science books in an elementary school library for grades K-8. Author and title indexes, plus list of science periodicals for librarians and teachers.

*The Traveling Elementary School Science Library*, by Hilary J. Deason. Washington: American Association for the Advancement of Science and the National Science Foundation, 1960. (1515 Massachusetts Ave. N.W., Washington, D.C. 25c)

Prepared to accompany the collection of books this is "an annotated list by library units"; citation includes level of difficulty: Primary, intermediate, and advanced. Author and title indexes.

### C. For Students with Reading Problems

*Aids in Selecting Books for Slow Readers*, by the American Library Association, the American Association of School Librarians. Chicago: The American Library Association, 1959. (50 E. Huron St., Chicago 11, Ill.)

Gives desirable characteristics in books

for slow readers and bibliographies of books for this group.

*Annotated Bibliography of Selected Books with High Interest and Low Vocabulary Level*, by the Indianapolis Public Schools. Indianapolis: Indianapolis Public Schools, 1954. (Curriculum Bulletin, No. 22).

Arranged by subject areas with brief annotations, plus vocabulary and interest level. The former goes through eighth grade, the latter through twelfth grade. Some series books analyzed.

*Good Books for Poor Readers*, by George Spache, 2d ed. Champaign, Ill.: Garrard Press, 1958. \$2.50.

Lists materials by subject categories with annotations that include reading and interest levels. The former is through junior high; the interest level is higher. Also lists texts, workbooks and other materials for developmental and remedial reading. Author and title index.

*High Interest—Low Vocabulary Reading Materials*, by H. B. Sullivan and L. E. Tolman. (Journal of Education, December, 1956) \$1.00. (Boston University.)

Annotated list arranged by vocabulary levels through grade seven, and then by subject areas. Includes description of some series books. There has been some disagreement over placement of books in terms of vocabulary; users may want to check.

*How to Increase Reading Ability*, by Albert J. Harris. 3d ed., rev. & enl. New York: Longmans, Green, 1956. \$5.25.

Appendix B consists of a list of books for remedial reading through sixth grade arranged by author within grades. Each book had to have interest appeal for children at least two grades beyond the difficulty rating. Titles which have appealed to junior high students, and in a few cases,

senior high students, are preceded by symbols J and S.

*Note:* It is understood a new edition of this title will be published within the next month or so.

#### 4. INDEXES

*Index to Children's Poetry*, by J. and S. Brewton. New York: H. W. Wilson Co., 1952.

Title, subject, author, and first line index to over 130 collections for children and young people. Grade levels indicated in list of books analyzed.

*Index to Fairy Tales, Myths and Legends*, by Mary H. Eastman. 2 ed. Boston: Faxon, 1926. \$7.00. Supplement, 1937, \$7.00.

Lists items by best-known title with cross references from variant titles.

*Play Index: 1949-1952*, by D. H. West and D. M. Peake. New York: H. W. Wilson, 1953. \$5.00.

Indexes 2616 plays in 1138 volumes for children and adults; augments but does not supersede Firkin's *Index to Plays and Supplement* for the period covered nor other specialized play indexes. Part 1: In one alphabet are author, title, and subject entries for all books indexed. Part 2: List of collections indexed. Part 3: Cast analysis.

*Subject and Title Index to Short Stories for Children*, by the American Library Association. 1955. (50 E. Huron St., Chicago 11, Ill.) \$5.00.

Arrangement: First, a list of books indexed; second, an alphabetical subject index, third, a list by title of the stories indexed. Grades covered are third through junior high.

*Subject Index to Children's Literature*, by Meribah Hazen. Monthly except June and July with semi-annual cumulations in February and August. (301 Palomino Lane, Madison 5, Wisconsin.) \$7.50 per year.

Indexes about 40 magazines by subject,

also giving a list of the magazines with publishers' addresses. Useful for schools who subscribe to a large number of the periodicals indexed.

*Subject Index to Poetry for Children and Young People*, by Violet Sell, and others. Chicago: American Library Association, 1957. (50 E. Huron St., Chicago 11, Ill. \$9.00)

Indexes 157 poetry collections by subjects based on needs and interests of children and young people. List of books indexed in front indicates "grade" or "interest" level of each title.

#### 5. GENERAL MAGAZINE SELECTION TOOLS

*Dobler International List of Periodicals for Boys and Girls*, by Lavinia Dobler. (Muriel Fuller, c/o Box 193, Grand Central Station, New York 17, N.Y. \$2.00)

A selected list of over 350 magazines published throughout the world, arranged in five classifications: General, religious, school and classroom, foreign, foreign in English, and foreign language. Gives circulation figures, addresses, frequency, and price, among other information. Range is elementary through high school. Index.

*Magazines for School Libraries*, by Laura K. Martin. New York: H. W. Wilson Co., 1958.

Detailed analysis of magazines for elementary and secondary schools. Includes material on comic books, notes on censorship, and "basic" lists. Although out of print it is still available in many libraries. *Periodicals and Newspapers Reviewing Children's Books*

*Booklist and Subscription Books Bulletin*. American Library Association, 50 E. Huron St., Chicago 11, Ill.

*Bulletin of the Center for Children's Books*. University of Chicago Press, 5750

Ellis Ave., Chicago 37, Ill. \$4.50 per year. Monthly except August.

*Elementary English*. National Council of Teachers of English, 508 So. Sixth St., Champaign, Ill. \$4.00 per year.

*Grade Teacher*. Darien, Conn. \$5.00 per year. Monthly, except July and August.

*Horn Book Magazine*. Horn Book, Inc., 585 Boylston St., Boston 16, Mass. \$5.00 per year. Bi-monthly.

*Instructor*. Dansville, N.Y. \$6.00 per year. Monthly, except July and August.

*Junior Libraries*. R. R. Bowker Co., 62 W. 45th St., N. Y. 36, N. Y. \$3.50 per year. Monthly.

*New York Herald Tribune Book Reviews*. N. Y., New York Herald Tribune. Weekly, with special issues during Book Week and their Spring Festival of Books.

*New York Times Book Review*. N. Y., New York Times. Weekly, with special Book Week issue.

*Saturday Review*. 25 W. 45th St., N. Y. 36, N. Y. \$7.00 per year. Weekly. Children's and young people's books reviewed about once a month, with special attention during Book Week, Christmas, etc.

## 6. SOURCES OF AUDIO-VISUAL MATERIALS

(Films, Filmstrips, Slides, Recordings)

*Caedmon Recordings of the Spoken Word*. Distributed by Ivan Obolensky, Inc., 219 E. 61st St., N.Y. 21, N.Y. Available at a discount to libraries.

*Cinema Guild*, 10 Fiske Place, Mt. Vernon, N.Y. Has films such as *Emperor's New Clothes* and Bemelman's *Madeline*.

*Contemporary Films, Inc.*, 13 E. 37th St., N.Y. 16, N.Y. Has the Lotte Reiniger Silhouette Films.

*Educational Film Guide*. 11th ed. New York: H. W. Wilson Co., 1955. Supplement

Service. (950 University Ave., N.Y. 52, N.Y.)

Part 1: Title list with each film fully described. Part 2: Subject index. Part 3: Directory of main sources.

*Educators Guide to Free Films*, by Educators Progress Service. Randolph, Wisconsin. The Service. Annual. \$6.00.

Annotated list by curriculum areas with cross references, title, subject, source and availability indexes.

*Educators Guide to Free Filmstrips*, by Educators Progress Service. Randolph, Wisconsin. Annual. \$6.00.

Annotated list by curriculum areas on same plan as above.

*Educators Guide to Free Tapes, Scripts, and Transcriptions*, by Educators Progress Service. Randolph, Wisconsin. Annual. \$5.75.

Annotated list arranged on same plan as others.

*Enrichment Teaching Materials*, 246 Fifth Ave., New York, N.Y.

Films, filmstrips and recordings to accompany Landmark Books.

*Filmstrip Guide*. 3d ed., completely revised. New York: H. W. Wilson Co., 1954. Supplement Service. (950 University Ave., New York 52, N.Y.)

Part 1: Title and subject index interfiled, with Dewey decimal classification given after each entry. Part 2: Classified subject list gives complete description of filmstrip, including recommended grade level.

*Folk Tale Records*, compiled by the American Library Association. (50 E. Huron St., Chicago 11, Ill.) Set of five 12-inch records, \$14.00. Single records, \$3.00 each).

Among those who have recorded for this series are Gudrun Thorne-Thomsen and Ruth Sawyer.

*Folkways Records and Service Corporation*, 117 W. 46th St., New York 36, N.Y.



In addition to numerous recordings of folk songs from all over the world their listings include language records, also.

*Heirloom Records*, Brookhaven, New York.

No formal catalog available yet, but the company has produced some good recordings of ballads to accompany the study of American History, from upper elementary grades, in some cases, through Senior high school in interest.

*Keystone View Co.*, Meadville, Pennsylvania.

Free catalog of slides available on request.

*Weston Woods Studios*, Weston, Connecticut.

Producers of the well-known Picture Book Parade series of films, filmstrips, and recordings.

*Young America Films, Inc.*, 18 E. 41st St., New York 17, N.Y.

Producers of filmstrips on aspects of library instruction; especially how to use various library reference tools.

*Periodicals Reviewing Audio-Visual Materials for Children*

(Not all of these periodicals review materials in every issue)

*Elementary English*

*Grade Teacher*

*Horn Book Magazine* (Nov.-Dec.)

*Instructor*

*Junior Libraries*

## 7. SOURCES OF FREE AND INEXPENSIVE LEARNING MATERIALS

*Curriculum Aids for the Middle Grades;*

*Where to Get Free and Inexpensive Materials*, by David L. Byrn, and others. San Francisco, California, Fearon Publishers, 1959. (2263 Union St., San Francisco. \$1.50)

Annotated list by curriculum areas; source included in description of each entry.

*Elementary Teachers Guide to Free Curriculum Materials*, by Educators Progress Service. Randolph, Wisconsin. Annual. \$6.00.

Annotated list arranged by subject and curriculum areas. Subject, title, and source indexes. Also includes visual and audio-visual aids, teacher reference and professional growth materials.

*Free and Inexpensive Learning Materials*. 9th edition. Nashville, Tenn.: Peabody College for Teachers, 1960. \$1.50.

Annotated, alphabetically arranged subject list giving source and in some cases the grade level.

*So You Want to Start a Picture File.*

*Sources of Free and Inexpensive Pictures for the Classroom.*

*Sources of Free Travel Posters and Geographic Aids.*

All the above by Bruce Miller and available from him, c/o Box 369, Riverside, Calif. 50 cents each.

*Sources of Free and Inexpensive Educational Materials*. Chicago: Field Enterprises, 1958. (Merchandise Mart Plaza, Chicago 58, Ill. \$5.00)

An alphabetically arranged directory of sources; also lists available items followed by a subject index with source indicated by page.

# Evaluation of a Community Sponsored Summer Remedial Reading Program

The Junior League Reading Center of Chattanooga, Tennessee, is a community-sponsored reading clinic. It offers service not only to Chattanooga, but to surrounding areas in Tennessee, Georgia, and Alabama. Established in 1951 as a cooperative effort by the Junior League of Chattanooga, it offers testing services, provides consultation for teachers and parents, and gives special remedial instruction at the Center for remedial cases in the schools. The Center's full-time teachers also act as consultants and do some remedial work in the local schools. Rapid reading courses are held for University of Chattanooga students and for interested adults. Schools in the tri-state area, as well as citizens from other cities, use the Center's facilities.

*Summer Classes.* One of the services which has proven highly successful is the offering of classes in the summer. These classes, with a maximum of six in each group, meet daily for an hour five days a week for four weeks. A small fee is charged. Applications come from parents and teachers.

In the summer of 1959 a reading improvement program in Birmingham, Alabama, was formed as an outgrowth of this activity. This was sponsored by the Junior League of Birmingham in an effort to help the individual children, and to demonstrate the value of such clinical services.

## THE BIRMINGHAM PROGRAM

Approval of the officials of school systems affected was obtained and applications were sent to known interested persons. Others learned of the program and applied, so that soon there were twice as many prospective pupils as could be accommodated. Cases of reading difficulties due to serious physical or emotional problems were discouraged, as they could hardly be corrected in a short term group situation. Many pupils were in need of remedial work because of an inability to apply phonics rules that they had learned. Others read close to grade level, but were enrolled because of a desire to have them achieve at least at grade level.

*Testing and Tutoring.* Both testing and tutoring were done by members of the Junior League Reading Center of Chattanooga. Each applicant was given the Revised Stanford Binet (Form L), the Peabody Picture Vocabulary Test, the Wide-Range Achievement Test, the Durrell Analysis of Reading Difficulty, and the California Reading Test (Form BB). Classes were formed according to reading level and, as far as possible, to age level. Each class contained not over six pupils who were taught for periods one hour in length, five days a week, for four weeks.

Seventy-two students were enrolled; the majority were boys (fifty-eight). The ages of the boys ranged from age six to seventeen, with the largest number between ages eight to twelve. The largest number

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Mrs. Still is an instructor at the Junior League Reading Center of the University of Chattanooga.

of girls fell at age nine, with ages ranging from eight to fifteen. Twenty-five were from the primary grades, thirty-three from the intermediate grades, eleven from junior high school, and three from high school.

With careful observation of the pupils, personal interviews with the parents, and from a study of the test results, objectives were soon established for each pupil. The greatest need was not so much to learn the basic skills, but how to apply skills already learned. There was also some apparent need for oral reading skills, and a large number of the students desired and needed to improve in the areas of rate and comprehension.

### RESULTS

*Test Data.* At the end of the month's program, the Durrell Analysis of Reading Difficulty and the California Reading Test (Form DD) were administered. Progress in months ranged from a low of three months to a high of thirty-six months, with a median of 10.2 months.

There was progress in all areas, but the greatest amount of improvement was in the area of word attack skills. The teachers noted advancement in rate and comprehension by the way that the pupils proceeded up the scale of grade levels in the Reading Laboratory of Science Research Associates. Oral reading was not so easily measured, but improvement was noted.

*Questionnaire Data.* A questionnaire was sent to the parents of the children taking part in the program. A letter of explanation with its accompanying questionnaire was sent to each of the sixty-three families represented in the program. Within two weeks there were forty-five replies, a return of

seventy-one percent. The questionnaire attempted to determine whether the parents were satisfied with the mechanics of the session, whether they felt that there were permanent results and their attitude toward plans for a permanent clinical program in Birmingham.

The most obvious fact established by the questionnaire was that, without exception, each parent felt that real progress had been made, that a permanent program should be established in Birmingham, and that other communities would benefit by similar programs. There was general satisfaction with the hour-long sessions, but the majority preferred that the program should be of longer duration—possibly six weeks instead of four. It was felt that the level of interest throughout the program was high and that attitudes toward both reading and school were generally improved. With only two exceptions they indicated willingness to participate again, if necessary, some asking that the classes be later in the summer, to allow for camp attendance and to eliminate any "slump" that might occur due to the lapse of time between classes and the opening of school.

### CONCLUSIONS

From test results, which indicate from three months to thirty-six months' progress over a period of four weeks, from teacher evaluation, and from opinions expressed by the parents, it appears that the summer program in Birmingham was successful. This plan as it operates in Chattanooga and Birmingham would seem to be a way for other communities to provide for reading deficiencies without cost to the public schools, and at a minimum expense to the parent.



# Councilletter

## *Ave atque Vale*

I well recall the remark of our distinguished colleague David Russell when my name was placed in nomination for the first vice presidency in 1957: "You'll be working very hard for four years, but you will be well rewarded." Now that my years of service on the Executive Committee are soon to end, I think less of the hard work but more and more of the rewards. For no one who has worked with such a devoted group of teachers as constitute the Executive Committee of the Council can leave without feeling that this is one of the great experiences in one's personal and professional life.

To have served with such presidents as Helen K. Mackintosh, Brice Harris, Ruth G. Strickland, and Harold B. Allen is a privilege beyond price. And all the other members—the second vice presidents, the members of the section committees, and our two executive secretaries—have been sources of inspiration and wisdom. There is no team quite like this one for mutual understanding, willingness to respect the other's point of view, and appreciation for one's abilities and service. And through these qualities shown time and time again, we have been able to accomplish so much in handling the more and more complicated affairs of the Council. To be aware of the problems of a membership of over 60,000 teachers at all levels of instruction, in all types of schools, and with various points of view is not an easy task. Yet the Executive Committee has always tried to be of

the utmost service to all English teachers in all the many aspects of our discipline.

As each new list of topics on the agenda of an Executive Meeting appeared, we all wondered where so many items had come from and how we could deliberate about them in the few days we had at our disposal. Yet somehow we managed to complete the agenda and come up with wise decisions and with improvements for our membership. I hope that all future Executive Committees will work with the same degree of harmony and dispatch which has characterized the eleven meetings which I have attended. For the needs of our profession are great indeed, and much wisdom is needed to meet these needs.

Perhaps the greatest privilege of being in executive office is the opportunity to travel far and wide to meet our many affiliates, to speak to their members, and to try together to solve some of their local problems. I must have spoken to at least a third of our affiliates in many of our states. What a wealth of talent, leadership, and devotion to our cause I have observed! What gracious hospitality and consideration for one's every comfort! How little my own contribution seemed, compared to the potentialities and actualities that I observed in the many schools which I visited, the hundreds of teachers I met and talked with, and the thousands I spoke to at their annual meetings. As I have said time and time again, if only the positive side of our achievements were more generally known to the public in general.

This leads me to that most impressive document which appeared this year, *The National Interest and the Teaching of English*, which is receiving so much commendation from so many sources throughout the length and breadth of the land. This frank statement of our degree of success and our degree of failure and the statistics to back them up is being acclaimed for its realistic appraisal of the circumstances under which we are all laboring and for the many practical suggestions for improving the situation. Among all the many important publications of the Council, this may have the most far-reaching effect upon our profession. It is to the great credit of Dr. James R. Squire and his committee that they could produce such an impressive document in such a short time and win so much approval with it.

Other important publications have appeared during these years of service on the Executive Committee: the Hatfield *Festschrift*, the Yale Conference essays, the valuable portfolios, and various collections on specific topics. The many fine articles in our journals have set a high standard in professional journalism which for clarity of expression and worth of content is probably unequalled by any other subject area. Many publications are issuing collections of their outstanding articles (like the *Saturday Review*, *Life*, *Harper's*, *Atlantic*). I believe that we could publish several excellent volumes of articles from our various magazines to give greater permanence than the evanescent nature of magazine existence can offer.

In these four years, the Council bought and furnished its own home in Champaign, and no one who has seen our headquarters in Champaign can come away without feeling proud and happy in being a member of NCTE. Our office staff consists of devoted

and alert participants in a great cause. I have met and corresponded with most of them and shall miss them.

No one who attended the Golden Anniversary Convention in Chicago will ever forget it. Nor shall we stop being proud of the many accomplishments which were there demonstrated in the half century since the inception of the Council. To Dr. Squire and the local convention committee we all owe a debt of gratitude for providing such an experience to enrich our lives. As the Council moves ahead into its second half century, many problems that were old in 1911 and many new ones face us. Our classes are still too large; our classes are still taught by too many inadequately prepared teachers; our books and instructional materials are still too few; our public is still too apathetic about our difficulties.

Some of the new problems that face us are: how to best utilize the great potential of television; how to properly employ the many technological devices which may offer ways out of some of our difficulties; how to provide excellence in instruction for the ever-increasing numbers of students in our schools at all levels; how to establish a better system of supervision at the local and state levels; how to best utilize the English teacher's time; how to tell our story more effectively to the public; how to maintain our own professional alertness amongst the ever-increasing plethora of non-teaching duties with which we are confronted. These are but a few of the problems which other Executive Committee members will face and try to solve for you. I am sure that our members will choose them wisely and give them the confidence to go ahead and enter the new frontiers of English teaching. Ave atque vale!

Joseph Mersand





Alice Sankey

### *First Lady of the World*

"Books were people that were alive. Everything I read became a living story."

The words are those of Mrs. Eleanor Roosevelt, one of the best-known women in the world, who is admired, honored, and listened-to wherever she goes. For 12 years she held the position of First Lady; she has served as a delegate to the General Assembly of the United Nations and chairman of the Human Rights Commission. She writes a monthly magazine column, and her newspaper articles are syndicated three times a week throughout the nation. A popular public speaker, author of three autobiographies, and recipient of many awards for her work, Mrs. Roosevelt was this year's winner of the Constance Lindsay Skinner Award presented by the Women's National Book Association.

The above-mentioned comment on books was part of her response during presentation of the WNBA award. She had been introduced by four prominent members of the publishing world who have been associated with her for many years. She was described by McCall's editor, Herbert R. Mayes, as "wise, most gallant, with sympathetic heart and extraordinary mind—the world's first lady."

United Features editor, James L. Freeman, said that in 25 years of columning, she has expressed "a warm feeling for

others." Her philosophy—"fellow man must be concerned about his fellow men."

Helen Ferris, for 30 years on the Children's Junior Literary Guild, spoke of Mrs. Roosevelt's membership on the editorial board.

"She always does what she promises on time," she said. She quoted one of Mrs. FDR's comments on a book; "This author paints too rosy a picture. Life isn't the bowl of cherries this author thinks it is."

Publisher Cass Canfield of Harper's, said she has contributed to the world of books the outstanding impact of her personality through her writing.

"She is one of the great personalities of our time, and is unaware of it. With candor, compassion, courage and no thought of self-advancement, she comes to millions of Americans of all ages."

Mrs. Roosevelt said she deeply appreciated all that had been said, but "I don't recognize myself at all."

She spoke on "The Value of Reading," remarking that she couldn't think "of an audience that needs less to be told about the value of reading."

She said she would have been a lonely child, if it had not been for books.

"Nobody ever told me not to read anything. I never told my grandchildren not to read any book. The result to me is that it was never harmful."

She said there was one exception—in the Roosevelt family one never did on Sunday what was done on weekdays. A special book was provided on Sunday and taken away until the next Sunday—otherwise there were no restrictions on her reading.

"I wish I could say that I read as much now as I read up to the age of 15," she said. "I would like to read for hours something I CHOSE to read."

She spoke of the innumerable tasks consuming time, including reading mail and manuscripts.

"Innumerable youngsters would find it convenient if I would write their term papers for them. They want me to tell anecdotes never told before. Now I refer them to my books and hope they'll read them."

She was once asked what she did with her leisure time. Completely baffled for a moment, she finally said, "There isn't any." She said she likes to swim, walk occasionally, and show people through Hyde Park, all of which was leisure time, she said, but there was never time to stay. She has stacks of papers to be read, and takes them with her to read on the train when travelling.

"You never lose the habit of reading acquired when young," she said. "Radio and television accentuate the need for the written word."

She gave as an example the presidential candidate debates, when she said she wanted a second account in the newspaper the next day to be sure of what had been said.

"We could cultivate in young people an understanding of what a beautiful book is, a treasure to hold in the hand, to look at and guard. We could do a great deal more with young people to make them appreciate beautiful printing, beautiful binding, content, and everything that goes into the making of it.

"I sometimes think we older people do not give our young people a chance to learn that this can be a great enjoyment. If we could inspire our love, our enthusiasm, our enjoyment of reading in our young people, it would impart a great deal. Reading is more broadening, and never a time in history have we needed horizons extended as we do today. The world is so close to us, and as it grows smaller, our ability to reach the end of it becomes greater. We need to think in terms stretched to include greater thought. Nothing stands alone. Everything is tied to all other things."

She stressed that reading was one of the ways in which young people must "stretch their horizons. It will prepare them for life in this changing world as nothing else will do."

# Idea Inventory

Mrs. Mortensen writes: "I put this play on at both school and camp and had the little girls make up their own flower dances to go with music I played from Schumann's *Papillons* and MacDowell's *To a Wild Rose*. They loved it. I used *The House of the Heart* and *The Elf Child* also."

Since this charming play is now out of print we are especially grateful to Holt for permission to reproduce it here in the spring.

## THE ENCHANTED GARDEN

BY CONSTANCE D'ARCY MACKAY

### CAST

Wild Rose  
Prince Butterfly  
Bumble Bee  
Pea Blossom  
Lily  
Mignonette  
Poppy  
Iris  
Will-O'-The-Wisp  
The Queen of Hearts  
Other Pea Blossoms, Poppies, etc.

### DRAMATICS DIRECTIONS

This is a June play. The schoolroom should be hung with green leaves or real or artificial flowers. A green floor covering, if possible. In the center of the stage there should be a seat or throne covered with moss-green cambric. While the prologue is being spoken the flowers stand in group in background. The blinds of the schoolroom are pulled

down to give an effect of darkness. With the end of Will-o'-the-Wisp's speech the blinds are raised to show that the night is over and it is morning in the garden. The children should wear their summer dresses, and over them large petals of tissue paper or glazed cambric. Hats shaped like the petals or bells of flowers. White dress with red hearts on it for the Queen; pink hat and dress for Wild Rose; stripes of yellow tissue paper basted to the boy's suit of the bee; large tinted cardboard wings for the butterfly, etc., etc. The prologue is spoken by Pansy, whose dress should be yellow and purple cambric, or tissue paper leaves, like an overskirt. In connection with the play read the children all kinds of pretty garden verses—"A Garden Is a Lovesome Thing," by Thomas Brown, etc., etc.

The play is especially suited to be given out doors at the closing exercises of a country school, or a woodland or garden entertainment. For this fuller directions follow.

### PROLOGUE

*Spoken by Pansy*

My name is Pansy, and my part  
Is to enchant each mind and heart  
Until, perforce, you see with me  
A garden, loved of bird and bee,  
Where stately lilies raise their heads,  
And poppies border all the beds;  
Where starry mignonette is found,  
And moss and grass and dew abound.  
Think that before your mind's clear eyes  
The garden dark and silent lies  
Till you behold a curious light  
Dancing and wav'ring through the night.  
Will-o'-the-Wisp is drawing near!  
His step so soft you scarce can hear!  
And thus, before the break of day,  
He will begin our little play.

## THE ENCHANTED GARDEN

*The scene is a garden, preferably a real one. If this is not possible and the play is wished for Winter use, it can be given indoors. In this case the stage should be covered with green baize and green potted plants, such as ferns and palms, can be used effectively.*

*It is supposed to be night when the play begins. The poppies stand in the back-ground on each side of a throne covered with green moss.*

*In the center of the stage stands Will-o'-the-Wisp with his lighted lantern. As he speaks he sways his lantern to and fro in the darkness.*

## Will-o'-the-Wisp

Hush! The flowers are sleeping! See them,  
one and all,  
Mignonette and Iris and the Lily tall,  
Drowsy crimson poppies nodding by the  
wall.

When the dew is falling through the summer night  
Hither do I wander with my lantern bright,  
Guarding all the sleepers by its elfin light.  
I can feel the night wind softly passing by,  
Hear the crickets chirping and the gray  
owl's cry,  
Watch the pale moon gliding through the  
cloudy sky;  
I am free to wander where the fairies play,  
Through the fens and garden nimbly do I  
stray,  
But I always vanish with the break of day!  
*(Exit Will-o'-the-Wisp. As he goes the dawn breaks, a rosy glow over all the garden. The flowers slowly raise their heads.)*

## Mignonette

Awaken! Awaken! For lo, 'tis the dawn!  
Night time is over—

## Poppy (stretching)

I feel I must yawn!

## Mignonette

Oh, all things are stirring—the air blows  
so sweet!

'Tis only the garden that's still fast asleep—  
The poppies so drowsily nodding their  
heads,

The Sweet Peas in nightcaps asleep in  
their beds!

So while through the stillness clear bird  
voices break,

Come, let's show the world that we, too,  
are awake!

*(The flowers join in a slow dance, minuet-like in its dignity, and resembling the swaying of flowers in the breeze. When they return to their places Wild Rose is discovered in the center of the stage, looking timidly about her.)*

## Lily

Mignonette, pray you look! A new flower  
is here!

## Poppy

A very great liberty for her to take!

## Wild Rose

I'm just a Wild Rose—I strayed in by mistake

Last night—in the dark. Oh, pray don't  
think me bold,

For garden's are very exclusive I'm told!

*(While Wild Rose is speaking, the other flowers whisper together, with many disparaging glances and much shaking of heads.)*

## Iris (haughtily)

The flowers who grow here are flowers  
every one knows,

But none of them ever have heard of a  
Rose!

## Sweet Pea

You say you're a Wild Rose; but how do  
we know!

*Lily*

And where do you live?

*Wild Rose*

Why, by roadways I grow!

*Lily*

By roadways, where every one sees you!  
Dear! Dear!

There's little seclusion in *that* life I fear!

*Poppy*

And who are your gardeners?

*Wild Rose*

The sun and the rain.

*Sweet Pea* (to *Poppy*)

My dear, she knows little of pruning, 'tis plain!

*Wild Rose*

Yet all flowers are related—a cousin am I  
To fair Mistress Lily who's standing close by.

*Lily* (*haughtily*)

A mere country cousin! Pray stay in your place!

Field families always are held in disgrace.

(*shortly and snappily*)

Not even mentioned—so lowly they're rated.  
You grow near a road. You're not cultivated.

*Wild Rose* (*gently*)

I never have lived behind walls, it is true;  
Yet we share, do we not, the wind and the dew?

*Lily* (*aside to Sweet Pea*)

The Wild Rose has thorns!

*Iris*

She is not very tall.  
Her outlook on life must be lowly and small.

*Mignonette*

Pray, who are your friends?

*Wild Rose* (*brightening*)

The staunch Blackberry Vine,  
And Blue Bell and Daisy and sweet Columbine.

*Poppy*

Sweet "Columbine"! "Blue Bell"! What strange names are these!  
"Blackberry" and "Daisy"! Do listen, Sweet Peas!

*Iris* (*with aloofness*)

The country's a very strange place, I am told.

*Wild Rose* (*eagerly*)

The meadows are starred with the Buttercups gold,  
The bee hovers and hums—the Bobolink sings,  
The Swallow flies by with a glad rush of wings—  
The fields stretch away to clap hands with the sky—  
And—

*Lily* (*tartly*)

There! Hush your chatter! Here's Prince Butterfly.

(*Prince Butterfly enters.*)

*Mignonette*

Good morning, dear Prince!

*Prince Butterfly*

(*flitting from one flower to another, teasingly.*)

Ah, most rare Mignonette,  
The loveliest flower in the garden! and yet—  
The Iris is fairer. (*Goes to Iris*) Ah, pretty Sweet Pea,  
Pink sunbonnets still are in fashion, I see!

*Sweet Pea* (*flattered*)

Do tell us the news, Prince!

*Prince Butterfly*

(*as flowers crowd about him, with the exception of Wild Rose, whom he*



*has not perceived, and who stands  
by herself).*

What! Have you not heard?

I thought it might come by some gossipy  
bird!

Well, my news then is this: the great Queen  
of Hearts

Will leave for one morning her baking of  
tarts

To choose from this garden the loveliest  
flower.

*Poppy (smoothing her dress)*

My petals are charming!

*Lily (anxiously)*

I hope it won't shower!

*Sweet Pea (fastening her sunbonnet)*

And no one can tell which bright flower  
she'll like best—

*Mignonette (airily)*

I'm sure I'm the sweetest!

*Iris (regally)*

And I'm the best dressed!

*(The Flowers return to their places.*

*Prince Butterfly suddenly perceives Wild  
Rose.)*

*Prince Butterfly*

By my wings! Who is this?

*Iris*

'Tis only a weed

Who came from the country.

*Prince Butterfly (pausing by Wild Rose)*

A strange weed, indeed!

None other than Wild Rose, than whom I  
declare

There is not a flower in the garden more  
fair!

*Poppy*

Dear Prince, you are hasty—pray don't be  
beguiled!

*Iris*

She says she's well-born; but *we* know she  
grows wild.

*Prince Butterfly*

*(Wheeling suddenly, his light manner  
gone, his voice filled with indignation.)*

And wild were you once, ere the garden  
you knew,

So be not so proud of your bearing and  
hue! *(Iris hides face.)*

*(cuttingly, to Lily)*

Wild Lilies grow tall in the marsh and the  
sedge!

*(to Poppy)*

Your family comes from a wheat field's  
bright edge!

*(to Mignonette)*

The stars and the tufts that so proudly you  
wear

Are gems which the Rocket Weed family  
share!

*(to Sweet Pea)*

Where sunshine lies warmest and salt  
breezes blow,

On meadow and dune too *your* relatives  
grow!

*(To Wild Rose, bowing low)*

While you, sweetest Rose (with your petals  
unfurled!)

Are sought for and loved throughout all of  
the world

In hut or in palace. This garden seemed  
bare

Till chance brought you to us, to grace it,  
most fair!

*(The flowers stand with hanging heads,  
utterly abashed, unable to look up. Two  
short blasts of a herald's trumpet are  
sounded off stage, and Bumble Bee  
enters, going fussily about, not noticing  
what has taken place.)*

*Bumble Bee*

Here I come humming—the velvet Beel  
Busy as ever you plainly see!

Green Mignonette, and gay Lily Bell,

Which of you all has honey to sell?  
 For here am I with my sacks to hold  
 All you can give me of pollen gold.  
 Butterfly loves to dally and shirk,  
 But as for me—I delight in work.

*(Queen of Hearts appears in background.  
 Bee perceives her, and instantly holds  
 himself erect as a herald, and comes  
 down center to front of stage.)*

Hark! With my droning trumpet I boom:  
 "The Queen is coming! Give room! Give  
 room!"

Down through your borders a pathway  
 make, For one of the flowers the Queen  
 will take!

*(Queen of Hearts comes down center)*

*Queen*

I'm weary of Lilies, I'm tired of Sweet  
 Peas—

Mignonette and gay Poppies—all fail to  
 please.

But here is a Wild Rose—with petals of  
 pink—

*Wild Rose (very much confused)*

I came in by mistake—

*Queen (kindly)*

No great harm, I think!

You speak of the country—of long summer  
 hours,

Of dew and of sunshine, of shadows and  
 showers.

*Bumble Bee*

So honey-sweet, she, I can scarce keep  
 away!

*Prince Butterfly*

I have heard Will-o'-the-Wisp and fairy  
 folk say

That when a Wild Rose doth her petals  
 unfold

'Tis plain to be seen that her heart is of  
 gold!

*Queen*

Enough! then no longer I'll go on my quest,

For this is the flower that I choose from  
 the rest.

My garden without her would not be  
 complete.

*Prince Butterfly (delighted)*

I vow she is charming!

*Bumble Bee (sturdily)*

I swear she is sweet!

*Queen*

No Rose in my garden has ever yet grown,  
 So this is the flower that I choose for my  
 own.

*(To Prince Butterfly and Bumble Bee.)*

She was content common roadways to  
 grace

Now deck her with dew-pearls and gos-  
 samer lace.

*(To Wild Rose)*

Grow queenly and splendid; for every one  
 knows

No garden is perfect that boasts not a Rose!

*(Wild Rose bows low and kisses the  
 Queen's hand. Bumble Bee picks up the  
 Queen's train, like a page. Butterfly holds  
 her fan, the Queen leads Wild Rose to  
 the mossy throne in background. Bumble  
 Bee and Prince Butterfly stand on each  
 side of the throne while the Queen  
 crowns Wild Rose with a splendid  
 wreath of laurel. Then Exit the Queen,  
 with Prince Butterfly and Bumble Bee  
 attending her.)*

*Iris (penitently)*

I fear my fine raiment has rendered me  
 blind!

*Mignonette*

A garden may often be narrow, I find.

*Lily*

While a tall wall that hides all the world  
 from our view

Is not half so fine as horizons wide blue!

*All the Flowers in Unison*

Forgive us, oh Wild Rose!

*Wild Rose*

*(rising, standing on steps of mossy throne, and speaking very clearly and sweetly)*

Nay, what's to forgive!

The past is forgotten. In peace let us live,  
Content without envy or rancor to grow—  
For all of us started in Eden, you know!

CURTAIN

COSTUMES

- Wild Rose: Short dress with petal-like folds of deep pink.  
Bumble Bee: Black suit striped with yellow. Gold belt. Gray gauze wings.  
Will-o'-the-Wisp: Black suit, spangled. He carries a lighted lantern.  
Prince Butterfly: Suit of brown. Black vari-colored wings.

Peas Blossom: Short white dress. Pink sunbonnet.  
Lily: Long orange-colored robe with black velvet dots.

Mignonette: Deep green dress, covered with tiny red and pale green stars.

Iris: White trailing dress with pale lavender overdress cut like Fleur-de-Lis petals.

Poppy: Crimson dress, short, made of shimmering silk. Huge red poppy leaf hat.

The Queen of Hearts: White robe with red Hearts. Long train.

The other Poppies are in the same crimson costume, but the Sweet Peas wear white dresses with different colored sunbonnets, pale yellow, deep purple, white, etc.

Appropriate music for the flower dance would be Nevin's "Narcissus," or Lang's "Flower Song." Music should also be played during the pantomime where the Queen leads Wild Rose to the throne.

Reprinted from THE HOUSE OF HEART AND OTHER PLAYS FOR CHILDREN by Constance D'Arcy Mackay. Copyright, 1909, by Henry Holt and Company, Inc. Copyright, 1937, by Constance D'Arcy Mackay Holt. By permission of Henry Holt and Company, Inc.

Dear Sir,

After a little motivation using selections from your poetry article by P Valletutti, our fifth grade class made an attempt at poetry with some fine results.

Here is one example:

Spring's Loveliness

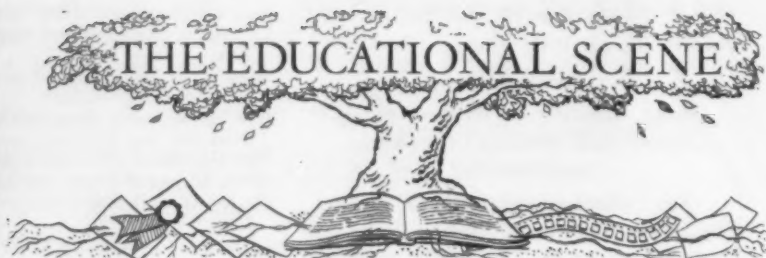
I heard the croaking frogs in the trickling stream;  
I saw the chirping birds in the field of green;  
The swaying trees shaded the babbling brook  
And happy people were picnicking on the velvet carpet of grass.

I think it is a fair beginning for a class who insisted they couldn't write poetry.

Sincerely,  
Mrs. Marguerite Canning



William A. Jenkins



### Children's Book Festival

The twenty-fifth annual celebration of the Children's Spring Book Festival sponsored by the New York *Herald Tribune* will be held the week of May 14. Prizes will be awarded to the three best children's books published this spring in three age groups: Picture Books (4-8); Middle-aged Books (8-12); and Older Books (12 and over). Four honor books will also be cited in each category.

The Children's Spring Book Festival is intended to encourage the spring publication of juvenile books, and national publicity is given the prize and honor winners. These—and many other new books for boys and girls—will be featured in the special Children's Spring Book Festival issue of the *Herald Tribune Book Review* of May 14. Libraries, schools and bookstores throughout the United States are planning book fairs and exhibits of interest to both parents and children during the week of May 14-21.

### New Materials

*Free and Inexpensive Educational Aids* by Thomas J. Pepe is an annotated listing of over 1500 books, films, pamphlets, charts and slides. Materials are classified and graded for use from elementary school through college. Order from Dover Publi-

Dr. Jenkins is Professor of Elementary Education at the University of Wisconsin—Milwaukee.

cations, Inc., 180 Varick Street, New York 14. 289 pp. \$1.35.

*Encouraging the Excellent* discusses programs for gifted and talented students. 1960. 79 pp. Free. Write to The Fund for the Advancement of Education, 477 Madison Avenue, New York 22.

*Pupils Speak to Pupils Around the World* by Ruth Perry explains the international tape exchange idea and features a directory of educational groups interested in exchange. Order from Michigan Audio-Visual Association, c/o Audio-Visual Education Center, University of Michigan, Ann Arbor. \$1.50.

*Resource Handbook in Human Relations* contains descriptions and evaluations of nearly 1000 books, films, drama, dance and music productions, listings of organizations working in the human relations field, timely pamphlets, and readings on poetry. Order from The Council on Human Relations, 281 The Arcade, Cleveland 14. 75 pp. \$1.15 in paper; \$2.25 in cloth.

*Comparison of Practices in Handwriting* by Virgil E. Herrick is the first of several studies to be published by the Handwriting Foundation. This volume compares the teaching programs of the nineteen commercial handwriting systems now being generally used in the schools. The systems are not evaluated but the comparisons form the basis on which schools may make their own judgments. Therein lies the value of

the volume, for few school systems have the time or resources to undertake such an analysis. Order from the Handwriting Foundation, 1426 G Street, N.W., Washington 5, D. C. 111 pp. \$1.50.

#### New A-V Materials

*Preparing Your Book Report*, 16 mm sound film in black and white or color. 11 min. Coronet Instructional Films, 65 E. South Water Street, Chicago 1, Illinois. The film shows contrast between a dull, uninteresting book report and one which is well organized and effectively presented. Step by step explanations of the procedures employed in preparing a book report and aids for thinking about books read and how to understand them are given. For grades 4-9.

*Making Sense with Outlines*, 16 mm film in color or black and white. 11 min. The film shows a fifth grade class preparing for a field trip to an orchard and constructing an outline for this activity. For grades 4-6. Coronet Films.

*Midnight Ride of Paul Revere*, a 16 mm film in color or black and white. 11 min. The film tells of Paul Revere's ride to warn of the coming of the British to Lexington. For grades 4-9. Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois.

*How to Prepare a Class Report*, 16 mm film in color or black and white. 11 min. In clear fashion the film stresses such steps as choosing the subject, thinking of the audience, and organizing the presentation. For grades 7-12. Coronet Films.

*Poems Are Fun*, a 16 mm film in color or black and white. 10 min. The reading, writing and reciting of poems are illustrated. Coronet Films.

*School Libraries in Action*, a 16 mm film in color. Includes discussion of planning for library use, guiding pupils' reading, teaching library skills, supplying instruc-

tional materials, and guiding reference work. School Library Services, Department of Public Instruction, Raleigh, North Carolina.

*The White House: Past and Present*, a 16 mm color film. 15 min. The film reviews the history of the White House and brings students up to date on the physical alterations made in the 1950's.

*What's the Word*, a set of 12 filmstrips. The set diagnoses word identification and recognition. For grades 4-6. Houghton Mifflin Company, 2 Park Street, Boston 7.

*Fundamentals of Language Arts*, a set of nine filmstrips. The set gives a series of pictures, providing pupils a choice of titles for each picture. For grades 4-9. Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York.

*Beginning Grammar*, a series of 8 filmstrips. The set discusses the basic parts of speech, sentences, and punctuation. For grades 4-6. Encyclopaedia Britannica Films.

*Stories Are for Fun*, a set of 26 tape recordings. Included are animal stories and fairy tales. For grades 1-6. Tapes for Teaching, National Repository, Audio-Visual Center, Kent State University, Kent, Ohio.

*Picture Book Parade Records* is the new series title of the Weston Woods recordings of children's stories, previously released as "Read Me a Story." Weston Woods Studios, Weston, Conn.

#### Children's Book Club

The May selections of the *Weekly Reader* Children's Book Club are these:  
Early Reader (primary) Division:

*My Friend Mac* by May McNeer and Lynd Ward. Houghton Mifflin.

Star Reader (intermediate) Division:

*Secret of the Old Post-Box* by Dorothy Sterling. Doubleday.

#### Junior Literary Guild

Here are the selections for May:



For boys and girls 5 and 6 years old:

*A Pocketful of Seasons* by Doris Van Liew Foster. Lothrop, Lee & Shepard, \$2.75.

For boys and girls 7 and 8 years old:

*Otto in Africa* by William Pène du Bois. Viking Press, \$2.50.

For boys and girls 9, 10, and 11 years old:

*The Phantom of Walkaway Hill* by Edward Fenton. Doubleday, \$2.95.

For girls 12 to 16 years old:

*Westering Women* by Helen Markley Miller. Doubleday, \$2.95.

For boys 12 to 16 years old:

*Ship Afire!* by Richard Armstrong. John Day, \$3.50.

### Carnival of Books

Dates for the children's book and author series conducted by Ruth Harshaw are for broadcast over WMAQ, Chicago, 7:45-8:00 a.m. Here is the schedule for May and June:

May 7—*America Moves Forward* and Gerald W. Johnson (Morrow)

May 14—*The Nicest Time of the Year* and Zhenya Gay (Viking)

May 21—*The Cat Who Went to Heaven* and Lynd Ward (Macmillan)

May 28—*Louis Agassiz: Adventurous Scientist* and Louise Hall Tharp (Little, Brown)

June 4—*The Three Policemen* and William Pène du Bois (Viking)

June 11—*Promises in the Attic* and Elizabeth Hamilton Frierhood (Doubleday)

June 18—*The Cricket in Times Square* and George Selden (Farrar)

June 25—*Brady* and Jean Fritz (Coward-McCann)

### A Final Note

Back in January, 1950, we broke into print and first appeared on these pages.

Then, as now, we were vitally interested in developments in the teaching of English, new materials to augment the instructional affluence of the English teacher, the obscure idea which only needed to be placed under a spotlight for its true value to be shown.

Hundreds of books, pamphlets, news releases, and notices as well as a representative regular supply of magazines have come across our desk. Materials and ideas which the English teacher can use have not been in short supply.

While national developments have been momentous in the eleven years, it cannot be said that the language arts have not undergone revolution. The years between, for example, have forced us to consider the impact of educational television. We have had to adjust to it because of its effect on children's leisure-time and reading habits, yes. But primarily because of its *potential*, as professionals we have not been able to turn a deaf ear to its insistent din nor close our eyes to its glaring image.

One phenomenon that cheered us through these years has been the fantastic growth of the children's book world. From being the step-child in many a publishing house, the children's department now often is the favorite and most successful son. The greatest growth has been in quality non-fiction for the middle and upper grades. But good fiction for all children and high quality picture books for the youngest children also have grown notably.

The paperback revolution in adult books and correlative college reading materials has barely affected children's books. The appearance of poor quality and tired "children's classics" on the shelves of supermarkets, drugstores, and variety stores can be applauded only because these books have, in some instances, supplanted the comics as reading fare. Unfortunately, they

have caused parents to feel smug and satisfied about providing their children with books. The best children's books are still found primarily in good bookshops, in children's departments of libraries and, impoverished as far too many of them are, in school and classroom libraries.

The "attic" mentality, which directs the adult to comb the musty lofts for reading matter suitable for children is still endemic. Dreary volumes of Scott and Dickens are still found and thrust upon children and the mortality rate of incipient readers remains too high. The rise of children's book clubs provides a counter measure, but it must be recognized that their worth is no greater and their evils no less than those of adult book clubs.

Forever grammar was the motto of many teachers in 1950. We have no evidence to prove that the slogan has been cast aside. English usage is now a full-fledged partner in the language enterprise, but it by no means is chairman of the board. Even though some devote a page to structural linguistics as token recognition of language developments, language texts still lag far behind educated language usage. Perhaps some day when we decide whether the texts must contain all that was ever taught about language and how it was taught, we will find our way out of the grammatical thicket. The two sure routes—through writing and speaking—are well-marked, but infrequently traveled.

The impetus of a war-time need for knowledge about how people listen has been dissipated. While all texts and teachers include listening among "things to do," there is still much doing which is based on little knowing. The army has turned to rockets and satellites, leaving the teacher with perhaps a dozen characteristics of the good listener. He has little knowledge of how to make a good listener out of a poor one.

The critics of the schools, especially those who attempted to force on the schools their single-jointed approach to teaching reading, have for the most part turned to less arid fields. While being taunted in some quarters to pursue excellence and find teaching effectiveness through administrative considerations, the English teacher has learned that his subject is not vital to the national interest. Foreign languages, mathematics, and science are more important. He has indicated strongly that this image of national interest is distorted.

Quite happily, the past decade has found more and more attention given to writing as a key skill in the language arts curriculum. Give me a child who writes well and I have a pupil who can spell, use the language precisely and effectively, teachers are saying. With great ambidexterity, they diminish not at all the basic role which reading will continue to play in the development of thoughtful, critically literate young citizens and consumers of that which is esthetically durable.

We have indeed been grateful during the past decade for the guiding and unrestricted hand of John J. DeBoer. "Mr. Elementary English" has permitted us to be argumentative, caustic, critical, and effusive, as the topics warranted. His kindness, wisdom, patience, and inspiration bear mentioning, but are not unknown to the thousands of teachers who find teaching the language arts a challenging and exciting undertaking.

The new editor for these pages will be Bernice J. Wolfson, Assistant Professor of Elementary Education, at the University of Wisconsin—Milwaukee. Dr. Wolfson's interests include children's literature, children's reading interests, and curriculum development. She is research oriented and a thoughtful student of American Education. We wish for her the pleasure which has been ours in editing this column.



Mabel P. Altstetter

# BOOKS

## for Children



### Fiction

*The Earl's Falconer.* By Ursula Moray Williams. Illustrated by Charles Geer. Morrow, 1961. \$2.95. (10-14)

The author's interest in the medieval period with particular emphasis on the art of falconry creates in this book an excellent picture of life in an earl's castle and



a yeoman's lowly hovel. The plot is woven around a young peasant boy's love for falcons. Many complications arise because only those of noble birth are privileged to own and fly falcons. There is an excellent glossary of terms used in falconry, and the story will help the modern young reader



Muriel Crosby

to understand medieval life in England and Holland at the time of the Crusades.

A

*If All the Swords of England.* By Barbara Willard. Illustrated by Robert Sax. Doubleday, 1961. \$1.95. (11-14)

Readers who remember Miss Willard's *Son of Charlemagne* will welcome this book, which is set in twelfth century Eng-



land and France at the time of the struggle between Thomas Becket and the Plantagenets. The story is told through the experiences of twin brothers who, through a twist of fate, were separated—Edmund became a page in the royal household of Henry II, while Simon followed Thomas Becket in exile to France and shared his hardships. The clash of the two most powerful men of the period is vividly portrayed. The book ends with the murder of Becket in Canterbury Cathedral and the

departure of the young brothers for Italy to begin a new life.

A

*The Key Mystery.* By Jean Bothwell. Illustrated by Leonard Shortall. Dial, 1961. \$2.50. (8-12)

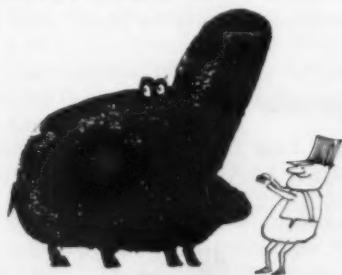
Wholesome mysteries are always welcome because they entice the reluctant reader and satisfy the hunger for adventure found in all boys and girls. An old key,



some missing tax receipts, a villain, an old desk, and assorted children and adults here provide the ingredients for a good story.

A

*Please Don't Feed Horace.* By Miriam Young. Illustrated by Abner Graboff. Dial, 1961. \$2.95. (5-8)



Horace the hippopotamus was a great favorite at the zoo. He looked forward eagerly each day to the coming of the children. A sign asked the boys and girls not to feed him, but some of them could not read and they gave him so many strange

things to eat that he became sick. The consequences of the children's misguided affection ended happily for all concerned but not before everyone, including Horace, had learned a valuable lesson. The delightful colored illustrations catch the spirit of the story.

A

*What? Another Cat!* By John Beecroft. Illustrated by Kurt Wiese. Dodd, Mead, 1961. \$3.00. (5-8)

A stray cat sets in motion a chain of events in a household where there were already three pampered cats. The rejection of the newcomer and his final acceptance make a charming story which is told with humor and understanding. As always, Kurt Wiese's pictures in color and black and white add vigor and beauty to the book.

A

### Easy Books

*The Big Rain.* Story and pictures by Francoise. Scribner, 1961. \$2.95. (4-7)

Another Jeanne-Marie book is always an event. In this one, a big rain and a flood provide Jeanne-Marie's most exciting adventure so far. The story and the exquisite pictures show the devastation caused by



the flood as it affects a simple farm family. In the end the sun comes out and the bad days are gone. Paper, print, and color combine to make this one of the year's most outstanding books. A

*From This to That.* By Keith Jennison. Pictures by Kathleen Elgin. McKay, 1961. \$2.95. (5-8)

Everything becomes something, says the first sentence of this book, and the simple

That's what happens. Things change.

Some things change all by themselves.



text goes on to show that constant change goes on all about us. Seeds become plants, caterpillars become butterflies, babies become boys and girls, and wheat becomes bread. The story of a book from pulp logs to the finished product makes this an exciting adventure story which the beginning reader can read for himself. A



*The Wing on a Flea.* Written and illustrated by Ed Emberly. Little, Brown, 1961. \$2.95. (4-7)

Lavish use of color and strong but delicate drawings illustrate circles, rectangles, and triangles in this book about shapes. Lilted jingles carry the child through his world observing shapes all about him. This is a valuable book to sharpen the awareness of the observer. This is Mr. Emberly's first book for children, but he shows a rich understanding of them. A

*Ten Apples on Top.* By Theo. LeSieg. Illustrated by Roy McKee. Random, 1961. \$1.95. (5-7)

This beginner's book uses only seventy-five words to tell a hilarious story in rhyme about a number of animals who could carry ten apples on their heads. Real fun for the beginning reader. A

*Go, Dog, Go!* Story and pictures by P. D. Eastman. Random, 1961. \$1.95. (5-7)

Starting with the one word *dog*, the author builds a story full of fun for the beginning reader who can quickly master the seventy-five words in the book because they are associated with the pleasure and excitement of a good tale. The pictures are perfect to carry along the ideas in the text. A

#### Miscellaneous

*You and Your Shadow.* By Bill Severn. Illustrated by Vana Earle. McKay, 1961. \$2.75. (8-12)





The author points out that all children are interested in their own shadows, and from this he goes on to describe the fun a child can have by making silhouettes with his hands, shadow puppets, and magic tricks. There is one chapter on uses of shadows—sun dials, shadow clocks, cameras, eclipses, and X-rays. The book has much information which will please boys and girls.

A

### Biography

*Henry Clay—Statesman and Patriot.* By Regina Z. Kelly. Illustrated by Charles Walker. Houghton Mifflin, 1960. Price \$1.95; \$2.35 Library Edition. (9-12)



Another in the Piper Book series, *Henry Clay* is the story of a great American who sacrificed his own political ambitions in a futile effort to prevent the Civil War. Holding many political offices, Clay became the defender of the liberties of individuals and the American people.

C

*Abraham Lincoln—Man of Courage.* By Bernadine Bailey. Illustrated by Nathan Goldstein. Houghton Mifflin, 1960. Price \$1.95; \$2.35 Library Edition. (9-12)

One of the great human beings of all times, the story of Lincoln begins with his early manhood. A man of peace who accepted war as a necessity, Lincoln is portrayed as a leader whose strength was in



his identification with his fellow man. This is an excellent introduction to a great American.

C

*Profiles in Courage.* By John F. Kennedy. Illustrated by Emil Weiss. Harper, 1961. \$1.95. (12 up)



This book which first appeared in 1955 has been abridged and edited for young readers. The deletions have been made for narrative pace and most of the author's original words are here. Mr. Kennedy has added a letter to the readers of this edition. In it he says that the book is about politicians who were failures but he points out that they failed because they had the courage to fight for what they believed in even though it often brought defeat at elections. He adds that the book is more than a story of great men. "It is a lesson to all of us that courage is much more than courage on a battlefield; that is can mean acting according to your beliefs whatever the consequences. And it is also a lesson that we can all share in such courage by refusing to join with those people who make un-

reasoning attacks on the man who is doing or saying what he honestly believes to be right."

The men whose actions are vividly portrayed are John Quincy Adams, Daniel Webster, Thomas Hart Benton, Sam Houston, Edmund G. Ross, Lucious Quintus Cincinnatus Lamar, George Norris, and Robert A. Taft. The book ends with a chapter on the meaning of courage. The book has been described as easy to read and hard to forget. Both adults and young people will profit by the reading of it and gain new insight into some pages of American history. C

*The Quest of Louis Pasteur.* By Patricia Lauber. Illustrated by Lee J. Ames. Doubleday, 1960. Price \$2.50. (10-14)



The story of a boy who was slow and plodding in school, whose father believed in education and aided and supported his son's learning. This is a rewarding story of sound relationship between a father and his son which counted heavily in the ultimate success of Pasteur. This is a "success"

story of the making of a great scientist which may well become an inspiration to other mislabelled "slow" boys. Pasteur's advice to young people reveals his greatness. "Say to yourself first: What have I done for my instruction? and, as you gradually advance, What have I done for my country? until the times comes when you may have the immense happiness of thinking that you have contributed in some way to the progress and good of humanity. . . ." This advice is the life and quest of Louis Pasteur. C

*Thomas Jefferson—Champion of the People.* By Joseph Olgin. Illustrated by Eleanor Mill. Houghton Mifflin, 1960. Price \$1.95; \$2.35 Library Edition. (9-12)



The story of a man of many interests, inventor, scientist, writer and philosopher. He chose to work for freedom and his fellow man. This is a story of a great patriot who lived to see many of his dreams achieved. C

## NCTE CO-SPONSORED WORKSHOPS FOR 1961

WORKSHOP AT: Arizona State College, Flagstaff, Arizona

DATES: July 17-28

PLACE: Arizona State College campus

DIRECTOR: Dr. Virginia Alwin

MAJOR TOPIC: Using Modern Linguistics in High School Teaching

LEVEL OF PARTICIPANTS: Junior and senior high school teachers of English

FOR FURTHER INFORMATION

WRITE TO:

Dr. Virginia Alwin  
Professor of English and Education  
Arizona State College  
Flagstaff, Arizona

WORKSHOP AT: Ball State Teachers College, Muncie, Indiana

DATES: July 17-28

PLACE: Room 202, English Building, Ball State Teachers College campus

DIRECTOR: Dr. Thomas H. Wetmore

MAJOR TOPIC: Applications of Linguistics to the Teaching of English

LEVEL OF PARTICIPANTS: Junior and senior high school teachers of English (primarily) but also elementary teachers

FOR FURTHER INFORMATION

WRITE TO:

Dr. Thomas H. Wetmore  
Department of English  
Ball State Teachers College  
Muncie, Indiana

WORKSHOP AT: Boston University, Boston, Massachusetts

DATES: June 26-July 8

PLACE: Boston University campus

DIRECTOR: Dr. M. Agnella Gunn

MAJOR TOPIC: Meeting Individual Differences in English

LEVEL OF PARTICIPANTS: Junior and senior high school teachers of English

FOR FURTHER INFORMATION

WRITE TO:

Dr. M. Agnella Gunn  
School of Education  
Boston University  
Boston 15, Massachusetts

WORKSHOP AT: Briarcliff College, Briarcliff Manor, New York

DATES: July 10-21

PLACE: Briarcliff College campus

DIRECTOR: Richard Corbin

MAJOR TOPIC: Teaching English in Junior and Senior High Schools

LEVEL OF PARTICIPANTS: Junior and senior high school teachers of English

FOR FURTHER INFORMATION

WRITE TO:

Professor Norton Beach  
Teachers College  
Columbia University  
New York 27, New York

WORKSHOP AT: Brigham Young University, Provo, Utah

DATES: June 5-16

PLACE: Brigham Young University campus

DIRECTORS: Dr. Harold B. Allen and Dr. William Slager

MAJOR TOPIC: Linguistics as a Tool in Teaching Language Arts

LEVEL OF PARTICIPANTS: Elementary, junior and senior high school, and college teachers

FOR FURTHER INFORMATION

WRITE TO:

Dr. Lyman F. Smart  
Department of English  
Brigham Young University  
Provo, Utah

WORKSHOP AT: Central Missouri State College, Warrensburg, Missouri

DATES: June 12-30

PLACE: Central Missouri State College campus

DIRECTORS: Dr. Thomas H. Wetmore and Dr. Velma L. Taylor

MAJOR TOPIC: Effective Composition for Today's Youth

LEVEL OF PARTICIPANTS: Junior and senior high school teachers of English

FOR FURTHER INFORMATION

WRITE TO:

Dr. Velma L. Taylor  
Department of English  
Central Missouri State College  
Warrensburg, Missouri

WORKSHOP AT: Howard University, Washington, D. C.

DATES: July 3-28

PLACE: Howard University campus

DIRECTOR: Dr. Paul Cooke

MAJOR TOPIC: The English Language Arts Serve the Secondary School Youth

LEVEL OF PARTICIPANTS: Secondary school teachers of English (and secondary school children)

#### FOR FURTHER INFORMATION

##### WRITE TO:

Dr. Stanley Wormley, Director  
Howard University Summer School  
Howard University  
Washington 1, D. C.

WORKSHOP AT: Indiana State Teachers College, Terre Haute, Indiana

DATES: July 20-August 13

PLACE: Indiana State Teachers College campus

DIRECTOR: James Hocker Mason

MAJOR TOPIC: Problems of Teaching the Language Arts

LEVEL OF PARTICIPANTS: In-service and beginning teachers at the elementary, junior high, and senior high school levels

#### FOR FURTHER INFORMATION

##### WRITE TO:

James H. Mason  
Department of English  
Indiana State Teachers College  
Terre Haute, Indiana

WORKSHOP AT: Indiana University, Bloomington, Indiana

DATES: June 19-July 23

PLACE: Indiana University campus

DIRECTOR: Dr. Nancy Larrick

MAJOR TOPIC: Language Arts in the Elementary School with Emphasis on Children's Reading

LEVEL OF PARTICIPANTS: Elementary and junior high school teachers

#### FOR FURTHER INFORMATION

##### WRITE TO:

Dr. Ruth G. Strickland  
School of Education  
Indiana University  
Bloomington, Indiana

WORKSHOP AT: Iowa State Teachers College, Cedar Falls, Iowa

DATES: June 19-30

PLACE: Department of Languages, Speech and Literature, Iowa State Teachers College

DIRECTORS: Dr. Sumner Ives and Dr. John Cowley

MAJOR TOPICS: Structural Linguistics in English Teaching

LEVEL OF PARTICIPANTS: Secondary (primarily) and elementary teachers

#### FOR FURTHER INFORMATION

##### WRITE TO:

Dr. John Cowley  
Department of Languages, Speech and Literature  
Iowa State Teachers College  
Cedar Falls, Iowa

WORKSHOP AT: Montana State University, Missoula, Montana

DATES: June 12-23

PLACE: Montana State University campus

DIRECTOR: John Frederick Nims

MAJOR TOPIC: The Study and Teaching of Poetry

LEVEL OF PARTICIPANTS: Experienced teachers in junior and senior high schools

#### FOR FURTHER INFORMATION

##### WRITE TO:

Dr. Agnes V. Boner  
Department of English  
Montana State University  
Missoula, Montana

WORKSHOP AT: Oregon College of Education, Monmouth, Oregon

DATES: June 19-30

PLACE: Humanities Department, Oregon College of Education

DIRECTOR: Dr. Harold B. Allen

MAJOR TOPIC: Linguistics for the Classroom Teacher

LEVEL OF PARTICIPANTS: Secondary and elementary teachers and consultants

#### FOR FURTHER INFORMATION

##### WRITE TO:

Dr. Jane C. Dale, Chairman  
Humanities Department  
Oregon College of Education  
Monmouth, Oregon

WORKSHOP AT: Purdue University, Lafayette, Indiana

DATES: July 3-21

PLACE: Heavilon Hall, Purdue University

DIRECTOR: Dr. Russell Cosper

MAJOR TOPIC: The English Language

LEVEL OF PARTICIPANTS: Secondary and College teachers of English

FOR FURTHER INFORMATION

WRITE TO:

Dr. Russell Cosper

Department of English

Purdue University

Lafayette, Indiana

WORKSHOP AT: University of Georgia, Athens, Georgia

DATES: July 24-August 17

PLACE: College of Education, University of Georgia

DIRECTOR: Dr. Mary J. Tingle

MAJOR TOPIC: Teaching English in the High School

LEVEL OF PARTICIPANTS: Junior and senior high school teachers of English

FOR FURTHER INFORMATION WRITE TO:

Dr. Mary J. Tingle

Department of Education

University of Georgia

Athens, Georgia

WORKSHOP AT: University of Toledo, Toledo, Ohio

DATES: July 3-14

PLACE: University of Toledo campus

DIRECTOR: Dr. Thomas H. Wetmore

MAJOR TOPIC: Applications of Linguistics to the Teaching of English

LEVEL OF PARTICIPANTS: Preparing and practicing elementary and secondary teachers.

FOR FURTHER INFORMATION WRITE TO:

Dr. Jerome W. Kloucek

Assistant Dean

University of Toledo

Toledo 6, Ohio

WORKSHOP AT: Wayne State University, Detroit, Michigan

DATES: June 28-August 4

PLACE: College of Education, Wayne State University

DIRECTOR: Dr. William E. Hoth

MAJOR TOPIC: Problems, Issues, and Trends in Secondary English Language Arts Curriculum

LEVEL OF PARTICIPANTS: Junior and senior high school teachers of English, curriculum supervisors, English department heads

FOR FURTHER INFORMATION WRITE TO:

Dr. William E. Hoth

College of Education

Wayne State University

Detroit 2, Michigan



# VIKING JUNIOR BOOKS

Spring 1961

## I'M TIRED OF LIONS

Story and Pictures  
by ZHENYA GAY

Small Leo changed his mind when he saw his own handsome reflection!

Ages 3 to 6

\$2.50



## OTTO IN AFRICA

Story and Pictures  
by WILLIAM PENE DU BOIS

When Otto, the giant dog, was a gangling pup, he and his master saved a small city from an attack by Abou the Fierce and his bandits.

Ages 5 to 8

\$2.50

## KITTEN ON THE KEYS

Story and Pictures  
by MORGAN DENNIS

Rusty, a stray cat, is adopted by Tommy, whose father owns a shrimp boat in Florida. He joins Tommy in his shrimping and treasure-hunting.

Ages 7 to 9

\$2.25

## MISS HAPPINESS AND MISS FLOWER

by RUMER GODDEN  
Illustrated by Jean Primrose

Nona, a shy little girl, makes a home in England for two tiny Japanese dolls.

Ages 8 to 10

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